

# Comparative Descriptions (CDs)

## SGEU Classification Plan (In-Scope)

Last revised: August 2020  
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**EP; CD #1**  
**Radio Technician**  
**Forest Fire Management Branch**  
**Environment & Resource Management**  
**Occupational Code: SRTW**  
**Level 6**

**December 2009**

### **Main Purpose**

Repairs, installs, modifies and maintains a wide variety of radios and electronic equipment.

### **Primary Responsibilities**

Repairs, modifies and maintains communications (e.g., radios) and electronic equipment (e.g., solar power systems, lightning detectors, remote weather stations) in a repair shop and at remote sites throughout the province.

Installs radios and electronic equipment (e.g., sirens, lights, enforcement consoles) in patrol vehicles and designs equipment to meet special needs (e.g., gun mounts).

Performs duties such as stocktaking, shipping, receiving, and maintaining records.

### **Factor 1 - Problem Solving (3)**

Problems relate to radio or electronic equipment modification, installation, maintenance or repair.

#### **Level 3**

Problems typically include:

1. Radio system failure.
2. Request for fire line communications in locations with variable terrain/topography.
3. Lack of availability of information on how to install, modify or fabricate equipment in new or different vehicles.

Solutions are achieved by:

1. Analysing the equipment to determine the cause of failure (e.g., parts worn, broken, vandalized, need replacing) and the appropriate method of modification or repair, replacing defective components or fabricating new components/parts and testing to ensure that the equipment is operating to manufacturer and industry specifications.

2. Determining the type of communications required and the topography of the fire area (by sight or through the use of maps), the availability of radio equipment, and the frequencies to be used for fire line and aircraft communications.
3. Determining the user's requirements (e.g., for enforcement vehicles), contacting manufacturers, if necessary, for wiring diagrams and safety equipment operation, and manufacturing or modifying equipment to meet the user's needs (e.g., designs "remote controlled deer" which have eyes that light up and a tail that moves, which are used to catch night hunters for enforcement staff).

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

As a large portion of the time is spent on the road working independently, the majority of the decisions are made without review. These decisions include determining the method to repair or replace damaged communications equipment. These decisions are made based upon established procedures.

#### **B. Level C**

Threat to the safety of fire fighting and enforcement staff exists on a daily basis, when communications and electronic equipment (e.g., two-way radios, gun racks, lights) fail to work on the fire line or in enforcement vehicles. Decisions are made to repair, modify or replace the faulty equipment or parts.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Listens to radio users complaints (e.g., radio won'twork, fire line radio has poor reception) gains an understanding and clarifies equipment problems with operators. This includes explaining the proper operating procedures for new equipment to users and convincing the operator that the equipment is operating properly when they "cannot get it to work" or that the faulty equipment will be fixed as soon as possible.

#### **B. Level B**

Provides written and verbal information to fellow employees on equipment modifications, develops/updates instruction manuals with notes, diagrams, etc., provides training at site locations regarding usage of equipment (i.e., radios), and provides technical instruction/information to other agencies (e.g., configuration and operation of data collection platforms) or meteorologists within the Fire Management and Forest Protection Branch.

#### **Factor 4 - Responsibility for Work of Others (2)**

##### **Level 2**

When assigned as the leader on field trips, is responsible for planning, assigning and distributing tasks, providing guidance and coordinating the work of other Radio Technicians. Responsible for checking the work of technicians when in the field and ensuring that they correct any errors.

#### **Factor 5 - Job Knowledge (4C)**

##### **A. Level 4**

Requires knowledge of the operation, maintenance, repair and construction of electronic equipment such as two-way radios, computers, power supplies, aerial ignition devices, photovoltaic systems, vehicle lighting, ground-based aircraft navigation aids, radio towers, lightning detectors and remote weather stations; electrical wiring theory and practice, woodworking (e.g., using hand and power tools including tablesaws, routers, bandsaws, drill presses); sheetmetal fabrication and metal working; and drafting. This knowledge is usually obtained through a 2-year radio technical diploma (e.g., electronic technician course).

Knowledge is applied in installing, modifying, repairing and maintaining radio and electronic equipment.

Knowledge of drafting is applied in drafting schematic diagrams of electronic equipment for modification or installation.

##### **Level 3**

Requires knowledge of the use of computers in order to draft memo's and reports, and enter and retrieve data regarding radio locations, maintenance history, and parts inventories on software packages.

##### **B. Level C**

Requires knowledge of Transport Canada regulations, standards and procedures in order to comply with them (e.g., obstruction marking for towers, tower placement and size, standards governing maintenance procedures of Aircraft Navigational Aids).

Requires knowledge of the specific communications needs of employees in the field (e.g., fire fighters, enforcement staff) in order to install, modify, fabricate communications equipment for them (e.g., fabricating

new consoles for enforcement vehicles including re-wiring all electronic switches through a central switch, "lights out switches", electronically locking gun racks, electric winches, remote control decoys and targets, night vision accessories).

Requires knowledge of manufacturers requirements, and operating principles in order to install electronic and communications equipment in a variety of vehicles (e.g., must be able to read and understand schematics of vehicle's electronic systems in order to install and re-wire equipment while complying with manufacturers and legal requirements).

Requires knowledge of diagnostic equipment when installing pre-packaged software and utilizing the software packages to program and repair radios (e.g., communications system analyzers, oscilloscopes, cable fault locaters, audio tone function generator). Requires knowledge of metal fabrication tools (e.g., metal break, shear, bender, punch grinder), hand and power tools (e.g., drills, saws, soldering stations, woodworking tools).

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, 6 hours per week are spent travelling and working in extreme weather conditions and fire situations with poor visibility and/or road conditions, and working with hazardous voltages. (5B)

On average, 8.3 hours per week are spent climbing and performing maintenance on radio towers in the open at heights more than 10 feet, exposed to Hantavirus at remote communication sites and RF radiation in the shop and in contact with lead acid batteries and ferric chloride. (4C)

On average, 5 hours per week are spent exposed to loud noises (e.g., sirens, hammering, grinding metal) and cuts, burns and bruises while installing, modifying or repairing equipment. (3B)

On average, 6 hours per week are spent exposed to eye strain from visual attention while diagnosing and repairing/fabricating circuit boards and other radio components, flare from soldering, constant background noise in the shop below 86 decibels. (2B)



On average, 12 hours per week are spent travelling in good conditions and exposed to insects, dust, and cleaning agents. (1C)

movement is a primary consideration. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, 11.3 hours per week are spent climbing communication and fire towers with ropes, tools etc. attached; erecting towers and antennas, pulling cable and lifting heavy equipment over 18kgs, and walking through dense underbrush/snow to access remote wilderness radio sites. (3B)

On average, 21 hours per week are spent repairing radio components, reading/drawing schematic diagrams, crouching/stooping/and contorting to install equipment in vehicles; walking on rough terrain to access remote radio sites; and lifting radio equipment and supplies less than 18 kgs. (2C)

On average, 5 hours per week are spent sitting or standing while repairing, or programming radios, walking on even surfaces and lifting equipment less than 8 kgs, gathering and assembling information and materials and responding to routine inquiries. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, 21 hours per week are spent performing activities where both speed (e.g., user is incurring down-time while waiting) and accuracy of physical movement are required including designing and drafting equipment modifications, diagnosing, repairing and installing communication and enforcement equipment and soldering, de-soldering and performing specialized tests. (3C)

On average, 11.3 hours per week are spent performing tasks where accuracy of physical movement is required including the repair and service of electronic equipment, climbing communication and fire towers (workig around hazardous voltages while repairing equipment) and driving. (2B)

On average, 5 hours per week are spent performing activities where neither speed nor accuracy of physical

EP; CD #2  
September 2007  
Heavy Duty Mechanic / Machinist / Welder  
Operations  
Highways & Transportation  
Occupational Code: THEW  
Level 8

### Main Purpose

Maintains, repairs, designs systems and modifies heavy duty equipment, light vehicles and sundry equipment used in highway maintenance and construction.

### Primary Responsibilities

Diagnoses equipment problems using mechanical, electrical and computerized testing equipment.

Determines methods of repair, estimates materials, parts, components and time required.

Repairs equipment including mechanical, fuel, electrical, hydraulic and pneumatic systems by replacing, fabricating or revising parts and components. This includes: machining; arc and acetylene welding; silver soldering; brazing; soldering; heat treating; calculating load limits, pressures, metal strengths; and requisitioning parts and materials.

Performs equipment maintenance such as fluid and filter changes, replacement of brakes, exhaust systems, hydraulic hoses, "o" rings, etc.

Develops and modifies new equipment or systems as assigned.

Provides repair and maintenance advice to non-journeymen, equipment operators and less experienced journeymen.

Enters and retrieves data on the computer, maintains records and keeps work area clean.

### Factor 1 - Problem Solving (4)

Problems relate to maintaining, repairing and modifying a variety of light, heavy and sundry construction and maintenance equipment and shop tools and equipment.

#### **Level 4**

Problems include:

1. The hydro-drum requires two hand motions to operate it while driving.

2. Pressurized bushings are being damaged during installation.

Solutions are achieved by:

1. Designing, fabricating, testing and installing a double check-valve and inversion valve system in the air operated hydraulic control system so the hydro-drum can be operated with one hand motion.
2. Designing, building and testing a new motorized piece of equipment that will install bushings; and then putting the new equipment into service.

#### **Level 3**

Problems include:

1. A truck transmission fails.
2. The electrical system intermittently burns out bulbs.
3. A vehicle engine will not run.

Solutions are achieved by:

1. Interviewing the operator for clues and symptoms; testing the transmission, its hydraulic electrical and cooling system; removing and dismantling the transmission; determining the effectiveness of repair, install new transmission; during a road test felt vibration, visual inspection indicated the drive-shaft did not line up perfectly with the transmission since the drive-shaft was extended, corrected the drive-shaft angle using wedges and shims, vibration gone, transmission never failed again.
2. Checking and testing fuses; testing and checking wires from fuse box to bulbs; removing and examining the fuse box; finding loose connection in the fuse box; cleaning, re-crimping, testing and re-installing fuse box; retesting. In another case the problem was a pinched wire between the light fixture and the box, requiring the replacement and re-positioning of a wire.
3. Testing the engine's fuel, air, electrical, cooling and lubrication systems using diagnostic tools, meters, probes, gauges and equipment. Checking the engine history, service manuals and specifications; correcting all problems found by replacing and repairing parts and components as required.

### Factor 2 - Decision Making (4C)

#### **A. Level 4**

Makes decisions to replace or repair components, within standards, such as starters, alternators, electric, hydraulic or pneumatic valves, rings, seals or line, and to use local purchase orders for parts or materials. These decisions are not subject to review.

Independently decides when and how to design new shop tools, parts and operating systems. These are reviewed and tested after design and before implementation and use by others.

**B. Level C**

Makes decisions on a daily basis, that legally require a qualified mechanic, to rectify unsafe equipment: repairing safety devices such as windshields, horn, back-up signals, brakes, mirrors, and steering; marker and warning lights to the specified certification level. This protects the safety of the equipment operator and other employees or members of the public working or travelling around moving equipment.

**Factor 3 - Human Relations Skill (3C)**

**A. Level 3**

Discusses, listens, gains understanding and clarifies equipment problems with operators and their supervisors. This includes discussing requirements, quality and changes regarding parts, materials and servicing of equipment and convincing the operator that the equipment is repaired or operating properly.

**B. Level C**

Provides information to other Heavy Duty Mechanics, Tradespersons and Equipment Operators. This includes instructing Tradespersons or other H.D.M.s on specialized welding, machining, or mechanical techniques or applications such as "uphand" welding, gear machining or tear down procedure for Rangerover transmissions. The body of knowledge imparted may require considerable training in practical application to achieve understanding or facilitate task completion.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

As a senior mechanic, has the assigned responsibility to provide direction to, and check the work of, three full time, less experienced journeymen mechanics, and is responsible for the quality of work performed by equipment operators and assistants helping with repairs.

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Requires knowledge of heavy equipment mechanics certified at the Journeyman trade level, as well as knowledge of welding and machining. This includes:

Heavy Duty Mechanic / Machinist / Welder internal combustion engines, electricity, hydraulics, pneumatics, soldering, brazing, metallurgy, and schematic electrical and mechanical blue print reading. Requires knowledge of the operating principles of light vehicles, heavy duty and sundry equipment and a variety of specialized shop tools. Knowledge is applied in certifying brakes, steering, rollover protection systems and annual SGI truck inspections; diagnosing equipment problems and repairing, modifying and maintaining light and heavy duty vehicles and sundry equipment; providing of expertise and advice to tradespersons and tradeshelpers.

**B. Level C**

Requires knowledge of laws pertaining to equipment safety on highways, manufacturers requirements, operating principles and department determined programs and requirements. Knowledge is required in order to service, maintain and repair highway maintenance equipment and attachments and shop tools and equipment such as motor graders, utility tractors, earth scrapers, trucks, oil distributors, highways centre striper unit, highway snow ploughs, back hoes, packers, front end loaders, acetylene welders, metal lathes, mig and plasmid cutter, drill press, mechanics tools, metal break, flow meters, pressure gauges and electrical testing equipment. Equipment is required to be safe and to work without excessive wear, failure or cost of operation.

Requires knowledge of the department computer system to enter and retrieve data and record regarding maintenance and repair work.

**Factor 6 - Working Conditions**

**Overall Rating - 5A**

On average, spends 16 hours per week exposed to noxious fumes, toxic, volatile and poisonous substances in an enclosed building (e.g., vehicle exhaust, toxic paints, glues and strippers), ultraviolet welding rays and the danger of repairing equipment on the highway. (5D)

On average, spends 16 hours per working in close proximity to, or working with volatile cleaning agents or fuels, working outdoors to get equipment repaired in freezing temperatures, and working on icy vibrating equipment on occasion at heights of more than 10 feet. (4D)

On average, spends 3 hours exposed to loud shop noise such as hammering, metal and diesel engines revving

over 100 decibels. (3B)

On average, spends 1.5 hours checking with operators, suppliers and checking drawings or parts. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 23 hours per week moving equipment with overhead crane, welding and using power tools; lifting and pulling when changing large components, tires, industrial batteries all weighing over 20 kgs.; and performing repair work on the side of the highway. (3D)

On average, spends 11 hours per week repairing small parts, adjusting and using electronic testing equipment, or studying diagrams and manuals; working in a crouching, stooping, crawling or awkward position under equipment; and lifting parts and components and torques bolts between 8 to 18 kgs. (2B)

On average, spends 3.3 hours per week discussing or checking information. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

On average, 17 hours per week requires both speed and accuracy of physical movement when operating metal lathe's, high speed drills, arc and acetylene welding and cutting equipment, and other similar power equipment. This equipment requires exact control of physical speed. (3C)

On average, 8 hours per week requires accuracy of physical movement when installing parts and components, using the computer or overhead lifting devices and operating hand tools or assembling devices and components. (2B)

On average, 12.3 hours per week requires neither speed nor accuracy of physical movement. (1A)

EP; CD #5  
Mechanic's Assistant  
Swift Current District  
Highways and Transportation  
Occupational Code: TTHW  
Level 3

December 2009

**Level 1**  
Problems include:

1. Truck requires preventative maintenance.

Solutions are achieved by:

1. Following established steps to change oil, filters, etc.

### **Main Purpose**

Under the guidance and direction of a mechanic, maintains and repairs equipment used in road maintenance and construction.

### **Primary Responsibilities**

Services trucks and tractors (e.g., oil changes, lubrications, and engine tune-ups).

Under the guidance and direction of a mechanic, performs mechanical repairs on engines, transmissions, gear boxes, steering, brake systems, and hydraulic lines and systems on equipment.

Diagnoses equipment failures and determines parts and materials needed.

Steam cleans and washes equipment and performs minor body work (e.g., fixing dents, cleaning, sanding and painting equipment).

### **Factor 1 - Problem Solving (2)**

Problems relate to maintaining and repairing a variety of light and heavy highway maintenance equipment and shop and mechanic tools and equipment.

#### **Level 2**

Typical problems include:

1. Brakes on a vehicle requires maintenance or repair.
2. Faulty lights on vehicle.

Solutions are achieved by:

1. Under the direction of a mechanic, determines the condition of the vehicle's brakes, orders required parts and makes repairs (e.g., removes brake drums, and replaces broken or worn parts).
2. Searching to determine the cause of the problem (e.g., are bulbs burned out, are there problems with the wiring). Once reason has been determined follows established procedures to reinstall parts.

### **Factor 2 - Decision Making (1A)**

#### **A. Level 1**

Follows established procedures and methods for the repair and maintenance of equipment, receiving directions on the nature and urgency of specific tasks. Receives direction from a mechanic on methods to use and procedures to follow in making repairs to the equipment. Repairs made are reviewed by a mechanic.

#### **B. Level A**

Required to maintain the safe condition of equipment used on highway maintenance; signals, brakes, mirrors, steering, running marker and warning lights, to ensure the safety of the operator, other employees working around the equipment and the motoring public. Mechanical repairs done by this job on equipment are reviewed by a mechanic.

### **Factor 3 - Human Relations Skill (1A)**

#### **A. Level 1**

Explains to maintenance and construction staff why there may be delays in the repair and maintenance of their equipment (e.g., waiting for a part).

#### **B. Level A**

Reading and writing skills are used to read manuals, memos and to document what work has been completed on a part or piece of equipment. Verbal and listening skills are used to provide suggestions to other staff on methods to perform work (e.g., this type of thinner might work best in that situation).

### **Factor 4 - Responsibility for Work of Others (1)**

#### **Level 1**

No assigned responsibilities for the work of other government employees.

**Factor 5 - Job Knowledge (3B)**

**A. Level 3**

Requires knowledge of heavy equipment operating principles; diagnostic methods and equipment; maintenance techniques; mechanical, hydraulic, pneumatic, electrical, fuel and lubrication systems; and the tools and equipment used.

Knowledge is applied, under the direction of a mechanic, by repairing and replacing components or parts of heavy equipment including electrical, mechanical, hydraulic, pneumatic and fuel systems using a variety of tools and equipment.

**B. Level B**

Requires knowledge of laws pertaining to equipment safety on highways, manufacturers requirements, and operating principles as they relate to heavy equipment use on highways; of departmental policies and standards as to how the repair depot is to function; policies regarding the handling and use of chemicals in the workplace in order to perform duties as assigned and reviewed by a mechanic. Requires knowledge of computer hardware and software applications to enter and retrieve data.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, spends 8 hours per week exposed to noxious fumes in an enclosed building (e.g., vehicle exhaust, toxic paints, brake dust). (5C)

On average, spends 14 hours per week exposed to cleaning agents such as varsol and parts cleaners, welding smoke and noise above 85 decibels from diesel engines revving. (3C)

On average, spends 12 hours per week exposed to constant noise (less than 85 decibels) from hammering, shop tools, engines running, etc. (2C)

On average, spends 3.3 hours per week in contact with motor oil, grease, dust, dampness; unpleasant odours in the shop, slippery floors. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 10 hours per week performing activities where exactness is critical (e.g., working with power tools, welding, climbing ladders) and lifting/pulling weights over 18 kg (e.g., truck tires, oil drums, grader blades, truck hoods, drive shafts). (3B)

On average, spends 17.3 hours per week studying manuals, wiring etc., entering information into a computer, kneeling, crouching, stooping or working in awkward positions while working in around or under equipment, lifting batteries (between 8 and 18 kg.). (2C)

On average, spends 10 hours per week sitting while operating forklift, graders and trucks and standing while washing parts and cleaning equipment. (1B)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, spends 10 hours per week performing duties where both controlled speed and accuracy of physical movement are major considerations (e.g., operating power tools, welding, or working on running equipment). (3B)

On average, spends 23 hours per week where accuracy of motor movement is the major consideration (e.g., installing parts, entering data on the computer, using hand tools). (2D)

The remaining 4.3 hours neither speed nor accuracy of physical movement is a major consideration (e.g., discussing equipment with mechanics and operators, reading manuals). (1A)

EP; CD #6

December 2009

**Aircraft Maintenance Engineer  
Northern Air Operations  
Environment and Resource Management  
Occupational Code: TAMW  
Level 8**

### **Main Purpose**

Maintains, services, repairs and modifies assigned light and heavy multi-engine aircraft, components and shop equipment. Legally responsible to ensure and to certify the air-worthiness of any aircraft worked on.

### **Primary Responsibilities**

Diagnoses equipment and aircraft problems through close observation and various tests, checking procedures, manuals and computer programs.

Repairs light to heavy aircraft engines, mechanical, fuel, electric, hydraulic and pneumatic systems and fuselages by repairing, replacing, fabricating or revising parts and components. This includes riveting, welding, machining, soldering, metalworking, bending, shaping, epoxy gluing, painting and refinishing.

Ensures repair requirements and parts are within repair regulations, policies and procedures and manufacturer's recommendations, otherwise, has authority to remove aircraft from service.

Performs regular and annual maintenance including stripping and painting, dis-assembling and replacing many parts and components on large aircraft such as Canadair CL215's, Grumman S2F Trackers and smaller aircraft such as Piper Areostars.

Maintains and repairs shop tools and equipment.

Maintains aircraft maintenance and repair log books.

### **Factor 1 - Problem Solving (4)**

Problems relate to repairing, maintaining and overhauling various aircraft and components under stringent Federal Aviation regulations, Transport Canada and Northern Air Operations policies and procedures and repairing and maintaining shop tools and equipment.

#### **Level 4**

Problems include:

1. Engine shutdown by flight crew rendering an aircraft unserviceable in a remote area.
2. Landing gear on aircraft malfunctioning while airborne.

Solutions require the job to:

1. Interview the flight crew for clues and symptoms and determine seriousness of the aircraft being out of service (if solution cannot be found). Consider probable cause, diversity of solutions, accessibility of aircraft, priority of work, parts availability, tools and equipment required, and weather conditions. Travel with parts, tools, and repair equipment to aircraft, usually by air. Conduct analysis using testing equipment, knowledge of aircraft and aircraft manuals to determine possible approaches to correct problem. After diagnosing potential problem area(s), repair, modify or replace parts and components following established industry guidelines and standards. Test aircraft by run-up test. If all checks well, log repairs and certify air-worthiness of aircraft.
2. Communicate with flight crew through radio communication to obtain as much information as possible regarding system failures or breakdowns. Analyze the flight crew's description of the problem(s), research maintenance/manufacturer manuals, communicate with other knowledgeable Aircraft Maintenance Engineers, time permitting, and choose best approach to solve the problem(s). Discuss with aircrew possible emergency maintenance back up systems, emergency procedures for the aircraft, and pass on any other possible methods and system knowledge to the flight crew. Ask pilots to attempt to get the wheels down, observe aircraft from ground to establish landing gear position, or advise on the requirements for a gear up landing.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Makes decisions on modifications and temporary repairs outside of policy or regulations, such as wiring, tying, taping or using other than a designated part to get an aircraft back to the hanger.

Makes decisions about returning an aircraft to service after winter maintenance, repair, or other maintenance, filling in the required documents and certifying air-worthiness of an aircraft worked on. These decisions are the legal responsibility of this job and cannot be overruled.

requires 5 years to obtain an Aircraft Maintenance Engineers License, issued by Transport Canada.

**B. Level C**

Makes decisions several times a week to fix aircraft which ensures the aircraft is safe to fly and for the safety of the pilot and other government staff riding or working on aircraft such as Birddog Officer, Spotters or Firefighters.

**Factor 3 - Human Relations Skill (3C)**

**A. Level 3**

Communicates with pilots regarding aircraft operation or anything unusual that has occurred, and asks questions to gain a greater understanding of problems. Explains the workings of any changes, how to use the changes or what pilots can expect and convinces them that the repair is appropriate.

**B. Level C**

Converses with aircraft manufacturers or representatives regarding changes to maintenance requirements or repair procedures using blueprints, schematics and analysis of aircraft systems.

**Level B**

Provides information to other Aircraft Maintenance Engineers, apprentice Aircraft Maintenance Engineers and pilots regarding acceptable modification/repair procedures for certain aircraft. The knowledge imparted to apprentices may require considerable training to facilitate task completion.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Responsible for assigning tasks, coaching and approving the work of pilots when they are working with them on aircraft repair.

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Requires knowledge of aircraft maintenance and repair. This includes knowledge and certification of airside aircraft operation and aircraft HF and VHF radio operation. Requires knowledge of the operation of various shop tools and systems including the use of specialized glues, paints, and machines to fabricate aluminum parts. Requires an Aircraft Maintenance Engineers license and specific certification to work on larger individual aircraft and or components. Training

**B. Level C**

Requires knowledge of standard policies and procedures on aircraft service, maintenance and repair and specific knowledge to be certified to work on a Canadair CL215, PBY5A Canso, Grumman S2F Tracker, Beechcraft Baron B55 and Piper Aerostar aircraft and components and to dismantle, inspect and repair, reassemble and recertify propellers.

**Factor 6 - Working Conditions**

**Overall Rating - 4A**

On average, 25 hours per week are spent flying in adverse weather conditions, exposed to toxic paint and glue strippers, epoxy paint and glues, lacquers, vehicle and heater exhaust, when inside a building, and working near operating aircraft propellers, and outside in extreme winter weather. (5E)

On average, 12.3 hours per week are spent exposed to forest fire smoke when working on aircraft within a few miles of a forest fire and cleaning agents such as varsol. (3C)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average 23 hours per week are spent torquing nuts and bolts, moving and lifting test equipment and ground support equipment, removing heavy components over 18 kg. such as large cowlings, propellers, power plants, landing gear, or moving 45-gallon oil or foam drums in and out of aircraft. (3D)

On average, 11 hours per week are spent inspecting aircraft components and parts, lifting and moving equipment or parts between 8 and 18 kg. (e.g., test equipment), crouching in airframe, working in a cramped position and moving and lifting ground supports. (2B)

On average, 3.3 hours per week are spent reading manuals, publications or computer information, discussing repair or maintenance procedures with others, moving and repairing light components and tools or attending training sessions. (1A)



**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 12 hours per week are spent performing activities where speed and accuracy of physical movement are required including stripping, painting and using epoxies because of quick drying or hardening, and working around and on moving machinery and aircraft. (3B)

On average, 24 hours per week are spent performing tasks that demand accuracy of physical movement including most repairs or using power tools. (2D)

On average, 1.3 hours per week are spent performing tasks where neither speed nor accuracy of physical movement is required such as sanding or cleaning parts. (1A)

EP; CD #8  
November 2009  
Supervisor, Highway Maintenance  
Operations Division: Central Region  
Department of Highways and Transportation  
Occupational Code: GHMS  
Level 8

### **Main Purpose**

Responsible for the maintenance of the provincial highways and the related equipment and facilities in a designated geographic area.

### **Primary Responsibilities**

Preserves and maintains the assigned provincial highway system and associated installations such as campgrounds, picnic sites and storage facilities.

Responsible for the work and training of highway maintenance crew.

Performs highway and equipment maintenance activities.

Ensures the application of standard methods, procedures and techniques and proper use of tools, equipment and vehicles.

Plans, organizes and schedules maintenance work for assigned kilometres.

Provides and maintains maintenance activity informational reports used for gravel stockpiles and oils inventory, billings to Municipalities, manpower and equipment usages.

Completes and administers cost shared custom work agreements with the Rural Municipalities.

Provides advice and expertise to Municipalities and Towns who seek road related information.

Monitors and ensures contract mowers have completed terms of the contract.

### **Factor 1 - Problem Solving (3A)**

Problems relate to managing an assigned section of Highway, the Maintenance Depot, yard, assigned heavy equipment and Highway right of way.

**Level 3**  
Problems include:

1. An area of Highway needs continual repair to maintain public safety.
2. A piece of heavy equipment stops running while working on the highway.

Solutions are achieved by:

1. Assessing the highway condition and circumstances. Determining the cause of failure including such things as the quality of the sub base or surface material, ground water under the highway, poor slope for surface or in the ditch. These conditions may require changing the surface material. Digging down and changing the sub surface material. Changing the configuration of the ditch (e.g., installing or moving a culvert or changing the surface slopes).
2. Identifying and evaluating failure of the equipment, to determine the repair required and whether repairs such as tire changing, replacing hoses, electrical components, or minor mechanical repairs can be performed on the roadside. Repairing such as a welding parts means taking or towing the vehicle to the maintenance depot, however major work on things like transmission or motors may require the vehicle to be loaded on a flatbed trailer and taken to a repair depot.

### **Factor 2 - Decision Making (4E)**

#### **A. Level 4**

Makes operating and maintenance decisions within standards, practices and procedures relating to highway maintenance. The majority are not reviewed and include: determining material requirements (for work projects - weekly), purchasing of minor repairs or parts (breakdowns - weekly), scheduling and planning work (for crews - weekly), providing road condition reports to the hotline daily during the winter months.

#### **B. Level E**

Threat to the safety or well being of others is present when flagging a workzone on a weekly basis. Ensures the safety of passing motorists (from contact with work site equipment, and collisions with other vehicles passing in the opposite direction) and highway workers (from being hit by passing vehicles) by controlling the speed and access of motorists passing maintenance projects (e.g., stopping traffic or slowing traffic down when flagging).

### **Level C**

Threat to the safety or well being of others is present (weekly) when working in the highway work zones. Decisions to alleviate the threat include directing repairs to unsafe equipment, directing staff to flag traffic and directing staff to adhere to safety standards (e.g., proper signage, safety equipment and apparel). Threat to the safety or well being of others is present (weekly) when responding to emergent highway situations (e.g., signage of accidents, hazardous spills or broken signs at major intersections) which are volatile on average twice a year. Decisions include assigning staff to correct the problem, erecting temporary signage, flagging accident zones, cleaning up material spills.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Completes and administers cost shared custom work agreements with the Rural Municipalities. This includes explaining activities and policy to municipal administrators regarding the terms and conditions of custom cost work or contractors regarding problems with contract work or custom cost shared work (e.g., billings, signage, material and equipment usage).

#### **Level 2**

Requires occasionally defusing aggressive behaviour or calming impatience by explaining safety and flagging procedures to the public when directing them through a work zone or explaining signage standards, potholes and mowing practises.

#### **B. Level C**

Provides expertise on contract work and road advice to Municipal Governments, Provincial and Regional Parks and Indian Reserves on road repair, maintenance, lighting, guard rails, signage, water drainage, road structure and safety procedures including methods and costs of changing processes, drainage, surface on roads, design use and repair of various equipment as well as economics of repairing roads.

#### **Level B**

Provides situational expertise to colleagues and/or equipment operators regarding operating techniques, mechanical repairs, maintenance programs (e.g., Asset Management), etc.

#### **Level A**

Conducts sessions on equipment certification flag person training and work zone signing for subordinates.

Arranges sessions on health and safety legislation regarding the content and standards of the Occupational Health and Safety Act and regulations to employees, not necessarily subordinates to ensure legislation is followed in the workplace.

### **Factor 4 - Responsibility For Work Of Others (5A)**

#### **Level 5**

Has direct assigned responsibility for the work of 5 FTE's.

#### **Level 1**

Verifies aspects of Sign Crew work, Bridge Crew work, Center Striping work and gravel checkers. (i.e., work they performed on the kilometres of highway within the geographic area). If work is not properly completed (i.e., pavement marking is incorrect), contacts the unit's supervisor who is responsible to ensure corrective actions are taken.

### **Factor 5 - Job Knowledge (3C)**

#### **A. Level 3**

Requires knowledge of operating a tandem axle truck and tractor trailer and the application rate of various types of road construction material. Requires knowledge of how to spread sand/salt (during winter) on the road in heavy traffic, while controlling the speed and direction of the truck and lifting the box to ensure continuous feed of materials to hydrodrum or spinner without spillage over the side or endgate of the box.

Requires knowledge of operating a four wheel drive articulating loader in order to operate the throttle, hydraulic controls, steering and brakes concurrently to maintain the RPMs and control the operation of the bucket according to the terrain and type of material.

Requires knowledge of the operation of a grader with attachments such as a mouldboard, scarifier, colter, sandvik blade, wing and other attachments (ice-blade, V-plough and one-way plough, etc.) This knowledge is applied in: controlling the blade in a pulling and pushing motion to tear up the road (scarifier); tearing up the surface of the road and using the loose material to re-establish a smooth road surface and tilting the mouldboard to achieve the correct "cut angle" of the blades.

Requires knowledge of operating a snow plough which

involves shifting gears, maintaining a controlled speed and applying pressure when moving snow that is either packed, heavy, light, or in drifts while manoeuvring in slow/fast, light to heavy traffic in low to zero visibility created by the plough.

Requires knowledge of loading equipment on a trailer so weight is evenly distributed and equipment is secured.

Requires knowledge of operating a tractor with a 6 foot hydraulic broom attachment in order to clean off road surfaces.

Requires knowledge of operating oil distributor with a 4,000 litre capacity tank equipped with spray bars and pumps

Requires knowledge of operating a 9 wheel packer or steel drum roller.

Requires knowledge of mechanical, hydraulic, pneumatic, electrical, fuel and lubrication systems of heavy duty equipment in order to identify and report system malfunctions to the mechanic and replacing hydraulic lines and pumps, changing oil and filters, replacing electrical components (e.g., lights, fuses, alternators, starters and broken wires), replacing air lines, adjusting brakes, lubricating grease zert locations, changing tires, and replacing electric mirrors and brackets.

Requires a Class 1A license, a Fireman's Certificate for Pressure Vessel Operation, a Dangerous Goods Transportation Certificate and a Work Zone Sign and Traffic Control Certificate.

## **B. Level C**

Requires departmental training and certification in asphalt, soils and oil technology, bridge inspection, asset management, contract administration, budget and cost control, team leadership, and supervisory techniques.

Requires knowledge of highway maintenance practices and procedures for the maintenance of the highway system, departmental policy and procedure manuals. Procedures Manual (highway ride ratings), the Maintenance Policy and Standards Manual (tar application rates, gravels, signing and equipment usages), Safety Manual (personal, workzone and equipment handling safety). Policy on different oils and their application or usages for sealing, tacking and the differences in the oils themselves. Equipment Certification Manual and Surface Condition Rating Manual (rating of Provincial Highway system and Rural

Supervisor, Highway Maintenance Municipality Highways); highway maintenance applications and practices. Requires knowledge of custom agreements and cost sharing agreements with municipalities and towns.

## **Factor 6 - Working Conditions**

### **Overall Rating - 4A**

On average, spends 8 hours per week exposed to noxious fumes, toxic, volatile and poisonous substances such as vehicle exhaust, fuels, toxic paints, asphalt mixes and extreme cold. (5C)

On average, spends 3 hours per week exposed to risk of physical disability or fatality when standing on the highway flagging traffic or checking highway conditions. (4B)

On average, spends 16 hours per week exposed to heavy equipment vibrations when operating equipment and operating equipment in loud noises over 85 decibels. (3D)

On average, spends 3 hours per week interacting with rude/impolite people and travelling in adverse weather. (2B)

On average, spends 7.3 hours per week exposed to motor oil, grease, cleaning agents, unpleasant odours, sun rays and creating incident reports or employee parts and material usage reports. (1B)

## **Factor 7 - Demand**

### **Overall Rating - 3A**

On average, spends 8 hours per week shovelling and operating a hand post-hole auger, loading chloride bags and dead animal carcasses weighing over 18 kgs., operating equipment in traffic. (3B)

On average, spends 23 hours per week kneeling, crouching, stooping and walking on tough terrain, sitting and operating equipment in a confined work position, lifting and pulling weights weighing between 8-18 kgs., travelling in adverse weather conditions, interacting with rude and impolite people and negotiating contracts with local officials regarding cost sharing agreements. (2D)

On average, spends 6.3 hours per week sitting while

compiling reports, walking on even surfaces, and lifting items weighing up to 8 kgs. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 16 hours per week speed and accuracy of physical movement are major considerations when operating heavy equipment, welding, using air powered tools, hydraulic tools and grinder/saws. (3B)

On average, 8.3 hours per week accuracy of physical movement is a major consideration when performing repairs and service on equipment and when compiling and completing activity reports. (2B)

On average, spends 13 hours per week where neither speed nor accuracy of physical movement is a major consideration. (1B)

EP; CD #9  
Senior Park Maintenance Worker  
Saskatchewan Provincial Park  
Environment and Resource Management  
Occupational Code: GPMW  
Level 4

December 2009

### Main Purpose

Performs, and has lead hand responsibility for seasonal staff who perform, maintenance and repair activities in a provincial park.

### Primary Responsibilities

Performs a variety of repair and general maintenance activities (e.g., water and sewage systems, pool, and buildings and grounds).

Operates equipment such as light truck, tractor with loader, grader, mower, welder and shop tools.

Responsible for Labour Service employees on a project by project basis (i.e., lead hand) that is performing maintenance duties in the park in the summer.

### Factor 1 - Problem Solving (2)

Problems relate to the repair and maintenance of equipment and facilities in the park.

#### **Level 2**

Problems typically include:

1. Malfunctions with treatment systems.
2. Equipment failure.
3. Fluctuating chlorine levels in the pool.

Solutions are achieved by:

1. Searching to locate water line breaks or pump problems. Once the problem has been located, if possible does the necessary repairs (e.g., replace pipe, remove obstructions, replace parts in pumps). If the problem is of a more serious nature (e.g., compressor requires a new motor), calls the service contractor to come and repair or replace the parts.
2. Inspecting the equipment (e.g., road grader) to determine what the cause of the breakdown is, performs minor repairs (e.g., repairs chemical solution injectors, repair and change hydraulic cylinders and lines, changes spark plugs, filters etc.), if requires major repairs (e.g., requires a new transmission) refers to mechanic.

3. Performing inspections on water quality in the pool daily, if chlorine levels are fluctuating, resolves by adjusting chemical flows and monitoring water conditions to comply with regulations.

### Factor 2 - Decision Making (4C)

#### **A. Level 4**

Makes decisions within established procedures and regulations and the majority are not reviewed (e.g., determining how to correct the chemical composition of the pool water, determining the equipment to purchase up to a set dollar amount).

#### **B. Level C**

Threat to public safety occurs when chemical levels in water in the park do not meet safety standards (weekly in drinking water and daily for water in pool). In these circumstances makes decisions to add chemicals or close the pool until the water levels meet the required standards.

### Factor 3 - Human Relations Skill (2B)

#### **A. Level 2**

Listens to lessee's and cottage owner's complaints and concerns about conditions of facilities or level of services (e.g., in the spring, cottage owner's cottage and yard are flooded with ice). Listens to the concerns and takes action (e.g., removes as much of the ice as possible) if possible, explains what services are provided by the government and reasons for cutbacks in services (e.g., maintenance staff decreased due to budget cuts). If the complainant persists they are referred to the job's supervisor.

#### **B. Level B**

Demonstrates to young offenders, assigned to the park temporarily, how specific maintenance work is to be performed (e.g., use of brush cutters, proper construction of picnic tables, use and maintenance of lawn mowers).

### Factor 4 - Responsibility for Work of Others (2)

#### **Level 2**

Assigns maintenance duties to labour service park maintenance employees and volunteers. Monitors and checks work following up with employees to correct errors made (e.g., mowing or cleaning missed or done poorly).

**Factor 5 - Job Knowledge (3B)**

**A. Level 3**

Requires knowledge of the mechanical systems of a swimming pool, and provincial park water and sewage systems as well as a working knowledge of plumbing, carpentry and electricity. Requires knowledge to obtain blasting certificate, pool operators certificate, 1A Driver's License, and Water and Sewage System Operator Certificates (2 - 5 days).

Knowledge is applied in operating and performing preventative maintenance and repair on the equipment and facilities in the park.

**B. Level B**

Requires knowledge of park maintenance procedures (e.g., landscaping, gardening, upkeep of signs, picnic tables, and fences). Requires knowledge of the Risk Management Program to ensure safety of the public using facilities and safety of staff working there. Requires knowledge of drinking water quality standards in order to test water and ensure potability.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 4 hours per week exposed to noxious fumes, volatile and poisonous substances such as chlorine gas, muratic acid when doing pool maintenance; handling explosives when blasting tree stumps, beaver dams, etc. (5B)

On average, spends 13 hours per week exposed to loud noise above 85 decibels when operating chainsaws and other power equipment. (3C)

On average, spends 9.3 hours per week interacting with rude/impolite individuals (e.g. upset public with complaints in the park); exposed to loud noises less than 85 decibels when working in the pool and sewage plants, operating power equipment (e.g., table saw, drills). (2C)

On average, spends 11 hours per week in contact with garbage, insects, motor oil, grease, dust and dampness; exposed to unpleasant odours from the sewage plant or pool and working on slippery floors at the pool and shop. (1B)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, spends 12.3 hours per week lifting weights over 18 kg (e.g., lawn mower, fallen trees); doing construction (e.g., building log buildings); and removing brush. (3B)

On average, spends 15 hours per week kneeling, crouching and stooping while doing maintenance activities, walking on rough terrain around the park; lifting weights from 8-18 kg. when moving supplies and chemicals; climbing ladders in the park and stairs in the pool while carrying supplies, air packs, etc., operating the grader, tractor and bobcat, adding chemicals to the pool and adjusting chlorine levels. (2B)

On average, spends 10 hours per week mowing, walking on even surfaces and standing while reading meters. (1B)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, spends 23 hours per week performing activities where accuracy of physical movement is the major consideration, such as: welding, driving vehicles, using power tools, keying locks, performing maintenance on chemical injectors, and measuring chemicals. (2D)

The remaining 14.3 hours per week are spent performing activities where neither speed nor accuracy of physical movement is required. (1B)

**EP; CD #11**  
**Firefighter**  
**Beauval**  
**Environment & Resource Management**  
**Occupational Code: GFFW**  
**Level 4**

**December 2009**

**Main Purpose**

Performs forest fire suppression work and maintenance of recreation sites within a district.

**Primary Responsibilities**

Performs fire suppression activities such as trenching, controlled burning, felling trees, pumping water and extinguishing fires.

Repairs and maintains firefighting equipment such as shovels and axes and small motors such as pumps, chainsaws, lawnmowers.

Maintains fire control facilities, including Initial Attack sites, tower sites, district headquarters, campsites (e.g., cutting lawns, picking garbage, supplying firewood).

Responsible for fire suppression duties out-of-province as assigned.

**Factor 1 - Problem Solving (2)**

Problems relate to controlling and suppressing forest fires and maintaining recreation sites.

**Level 2**

Problems typically include:

1. Change in wind direction, or inadequate weather information/forecast.
2. Inadequate manpower and equipment to fight fire.
3. Fire burning out of control, or area of fire is large.
4. Possibility of fire endangering property, or lives of people.
5. Fire is burning toward a different type of vegetation.

Solutions typically include:

1. Determining fires behaviour and adjusting fireguard, (e.g., burn line or trench, or calling for water bombers).
2. Assessing the fire situation relative to available manpower and equipment and requesting additional support.

3. Changing method of attack (e.g., requesting use of water bombers, or other fire retardants [foam], or retreating to regroup and plan attack based on fire behaviour).
4. Advising people of danger and installing sprinklers on and around homes to prevent fire from encroaching.
5. Assessing whether the vegetation will slow the fire, burn hotter or burn faster and determining which firefighting technique to apply, or evacuating the firefighters.

**Factor 2 - Decision Making (4E)**

**A. Level 4**

Makes decisions within standards, policies, procedures and guidelines. The majority are not reviewed and include: training and deploying conscripted firefighters, determining method of attack on fire, which equipment to repair and maintain and repairing and maintaining the recreation sites (e.g., painting, cleaning, cutting grass and trees and installing gates and stub posts).

**B. Level E**

Makes decisions on a daily basis regarding the safety of fire crews. This includes: correcting them when they neglect safety precautions while fighting fires; determining the injuries sustained by firefighters and administering first aid, or arranging for them to get medical attention and determining when fire is threatening the lives of the firefighters and abandoning the fire.

**Level B**

Threat to the environment and financial loss to the department exists when fighting fires as it relates to the value of the wood destroyed by fire. Make decisions such as whether to extinguish the fire by shovelling dirt, creating a fireguard, using a hose, or calling for water bombers. Financial loss to property owners is present when fire is threatening the property. Determines how critical the situation is and installs sprinkler systems if the property is in imminent danger.

**Factor 3 - Human Relations Skill (2B)**

**A. Level 2**

Responds to questions from the public (e.g., cottagers) about wildland fire that is in the area and advises on the current status and suppression action being taken.

Listens to complaints about SERM Fire Guidelines (e.g., lack of suppression on a trap line). The information and responsibility to respond is referred to the supervisor.



Requires knowledge of the conditions under which burning permits and fire bans are issued in order to explain these conditions to the public.

### **B. Level B**

Listens to and communicates with crews and/or individual crewmembers who do not share the same first language.

### **Level A**

Advises the public about the risk of fire and potential danger.

## **Factor 4 - Responsibility For Work Of Others (2)**

### **Level 2**

Occasionally is responsible for organizing suppression activities for small fires. This includes assigning, prioritising, and monitoring the quality and quantity of work performed by Emergency Fire Fighters who report to a different supervisor.

## **Factor 5 - Job Knowledge (2B)**

### **A. Level 2**

Requires knowledge of firefighting techniques, operation and maintenance of light equipment, and helicopter safety.

Knowledge is applied in identifying fire behaviour as related to weather and fuel conditions, fighting forest fires, demonstrating firefighting techniques to conscripted firefighters, operating and repairing equipment and tools (e.g., replacing handles on and sharpening axes and shovels, testing and replacing hose components such as washers and changing spark plugs on pumps), ensuring own safety and that of conscripted firefighters when loading/unloading a helicopter and when working around moving propellers and in determining injuries and administering first aid, or sending the person for professional medical help.

### **B. Level B**

Requires knowledge of the department's fire crew management program which includes assessing the strength of each crew member and assigning tasks accordingly. Determines which person is better suited to use the hoses or the shovels, or to dig trenches, rotation of tasks and rest periods so that the crew is not over-worked, where to set up the fire camp, the amount of groceries required, clothes and personal care items, and payment for fire crews.

## **Factor 6 - Working Conditions**

### **Overall Rating - 3A**

On average, spends 11.3 hours per week exposed to physical danger from forest fires and working in extreme heat and smoky conditions on irregular terrain and travelling in small aircraft in smoke, heat and poor visibility. (5C)

On average, spends 12 hours per week travelling in adverse conditions such as smoke and heat, by car or boat to fires, exposed to loud noise, more than 85 decibels, from helicopters, fixed wing aircraft and fire pumps on fires, initial attack and training exercises. (3C)

On average, spends 4 hours per week exposed to harm from objects thrown from a lawnmower while in operation and loud noise, less than 85 decibels, from chainsaws, power tools and lawnmowers. (2B)

On average, spends 10 hours per week exposed to grease from servicing and repairing small motors, unpleasant odours from garbage, paint and gas and cleaning agents and travelling by vehicle within the camp sites and on public highways. (1C)

## **Factor 7 - Demand**

### **Overall Rating - 3A**

On average, 9 hours per week are spent fighting fires and running from fire. (3B)

On average, 23.3 hours per week are spent crouching, stooping and walking over rough terrain while fighting fires, carrying fire hoses, pumps, groceries and other supplies when loading aircraft, painting, cutting grass and trees, performing repairs and maintenance. (2D)

On average, 5 hours per week are spent lifting hand tools and pumps up to 8 kg., sharpening and repairing hand tools (axes, shovels and pulaskis) and pumps. (1A)

## **Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 12 hours per week requires speed and accuracy of physical movement when fighting fires or performing first aid to co-workers. (3B)

On average, 20 hours per week requires accuracy of physical movement when operating vehicles, ATV's, 2-way radios, hand and power tools such as chainsaws and when sharpening and repairing tools. (2C)

Neither speed nor accuracy of physical movement is required for 5.3 hours per week. (1A)

EP; CD #12

November 2009

**Supervisory Fire Protection Worker  
Meadow Lake  
Environment & Resource Management  
Occupational Code: GFFS  
Level 8**

**Main Purpose**

Responsible for planning fire suppression activities, overall fire suppression efforts in the district, and providing training on fire suppression techniques. Responsible for park and campground maintenance.

**Primary Responsibilities**

Plans fire suppression activities such as equipment maintenance, evacuation, risk of fire based on weather conditions, and human resources required.

Responsible for the training and work of fire suppression staff.

Performs administrative functions related to fire suppression such as preparing fire reports and schedules, contracting for heavy and small equipment to be used in fire fighting, purchasing groceries and commissary (dry goods), and authorizing salaries of firefighters.

Maintains park and campground facilities which includes cutting grass and other vegetation, painting, garbage pick-up, providing fire wood and repairing picnic tables and boat docks.

Repairs and maintains fire fighting equipment and tools and equipment used in park and campground maintenance.

**Factor 1 - Problem Solving (3)**

Problems relate to fire suppression in the district.

**Level 3**

Problems typically include:

1. High fire hazard conditions such as lightning storms or hot dry weather.
2. Fire threatening park users, residents or public property in district.
3. Fire and maintenance equipment not working properly.

Solutions are achieved by applying fire suppression policy and techniques.

Solutions typically include:

1. Checking and monitoring weather conditions (lightning activity and dry areas) and fuel types (vegetation) in the district prior to fire activity, preparing a fire plan which includes a priorities schedule of human life, commercial property and green zone around community, compiling a list of contacts for manpower, equipment and groceries, approving air patrols and overtime for fire tower observers based on weather activity, monitoring fire behaviour in the district, deploying fire crews and calling for extra help such as water bombers and additional crews.
2. Determining which access routes are available, where are the fire breaks and what type of transportation (float plane, vehicle, helicopter) should be used. Advising park users of threat and implementing the evacuation plan together with the Emergency Measures Organization, and/or providing property owners with suggestions to fire proof their property such as setting-up sprinklers and removing dead vegetation.
3. Performing maintenance checks of equipment in fire cache, ordering replacement equipment and directing staff to repair and maintain equipment. On occasion performing modification or reconfiguration of fire equipment such as creating a water bladder or running two hose lines.

**Factor 2 - Decision Making (4E)**

**A. Level 4**

Makes decisions within standards, policies, procedures and guidelines. The majority are not reviewed and include: determining manpower, equipment, and budget requirements and authorizing hiring of people, purchasing/borrowing/deployment of equipment, and expenditures for such things as wages and groceries; determining when and how to modify and reconfigure fire equipment; determining what should be included and what changes need to be made to the district fire plan dependent on fire conditions; and determining when to enforce heavy equipment contracts and burning permits.

Decisions regarding drugs or alcohol found in fire camp, theft of food or other department supplies, and staff who are working on fires but are not medically fit are made after discussion with the supervisor.

**B. Level E**

Makes decisions, on a daily basis, regarding the safety of department staff and conscripted firefighters when

determining: deployment of fire crew; where fire camps will be located (accessible); evacuation of firefighters due to fire hazard; helicopter pads and boat launches need to be leveled, freed of debris and approaches cleared of trees and other obstructions; how and what first aid to administer; that firefighters on the fire line are not operating equipment safely and instructing them on safe methods.

**Level A**

Prevents financial loss in the form of theft of, or vandalism to equipment such as lawn mowers, power saws, tractor, front end loader, pick-up trucks, boat motors, weed eaters, snowmobile, firefighting equipment and office equipment, by following procedures to secure and store the equipment.

**Factor 3 - Human Relations Skill (3C)**

**A. Level 3**

Discusses concerns and resolves disputes that heavy equipment contractors have with the contract (which this job developed) and explains department policy, terms and conditions of the contract, and payment.

**Level 2**

Explains park policies to park and campground users who are complaining, breaking rules or inquiring. Explains evacuation plan and procedures to park and campground users when fire is threatening. Advises property owners of potential threat by fire and actions which can be taken to fire proof property. Advises burn permit holders, who are violating conditions under which the permit is issued, of the dangers to self, public and the environment.

Meets with outfitters, oil and gas exploration personnel and tourists to explain fire hazard conditions.

**B. Level C**

Trains emergency/conscripted firefighters on fire suppression techniques and safety. This involves training on the various techniques such as aerial lighting, creating fire guards, back burning, using sand and fire hoses, when to apply a particular method or technique based on weather condition, fuel type and fire behaviour, how to identify the variables which affect fire behaviour, and how to use fire equipment.

**Factor 4 - Responsibility For Work Of Others (5)**

**Level 5**

Has full responsibility for 3.5 FTE's.

**Level 3**

Schedules, recommends or approves leave and overtime and assigns, distributes, organizes, coordinates, and prioritizes work of conscripted firefighters and the work of security workers, observers, conservation officers and other staff, who report to a different supervisor, when working on fire suppression.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of fire suppression techniques, heavy equipment disbursement, safety measures around small aircraft, equipment operation and maintenance, and effects of weather on forest fuel types and how these conditions influence fire behaviour. Knowledge is applied in developing a fire plan for the district, training fire crews to suppress fires and ensure their own safety and that of their colleagues, directing the use of heavy equipment in fire suppression, ensuring safety while working around helicopters, float planes and small aircraft, using and handling firearms when scaring or shooting bears causing problems in fire camps and campground, using equipment to repair and maintain park and campground facilities and fight fires, configuring fire fighting equipment and directing staff to repair (e.g., replacing handles on axes and shovels, replacing parts on pumps) and maintain equipment (sharpening axes and shovels, cleaning pumps and hoses).

**B. Level C**

Requires knowledge of the conditions under which burning permits are issued in order to issue permits and monitor burning activity; characteristics of arson fires and preservation of evidence of arson in order to determine how a fire was caused. Requires knowledge of the department's fire crew management program which includes being aware of fire starts, where equipment is located, nature of terrain, access to fires, deployment of crews, setting-up of fire camps, payment of crews, purchasing supplies and the availability of equipment, food suppliers and human resources in the district and contracts with heavy equipment operators. Requires knowledge of the park evacuation plan to evacuate park users when their safety is threatened.

**Factor 6 - Working Conditions****Overall Rating - 2A**

On average, spends 5 hours per week exposed to extreme heat and smoke when travelling to and from fires and fighting fires; noxious fumes and toxic substances such as paint fumes, exhaust fumes, and cleaning agents in a confined space. (5B)

On average, spends 27.7 hours per week working with power tools when cutting firewood, felling trees and performing carpentry; exposed to loud noise less than 85 decibels when operating lawn mowers, power tools and water pumps; and interacting with rude and impolite people when working with the public in the park and around fires. (2E)

On average, spends 1 hour per week hauling garbage with unpleasant odours. (1A)

**Factor 7: Demand****Overall Rating - 3A**

On average, spends 9 hours per week fighting fires, climbing an 80 foot ladder up a fire tower, in order to check area for fire starts; lifting (30 kg) pumps and pulling wet hoses during daily fitness program. (3B)

On average, spends 10.3 hours per week lifting/pulling fire wood, tents, fire hoses, pumps, fuel drums and food supplies, walking through dense underbrush when fighting fires, marking fire guard and line locator for heavy equipment, hooking up pumper trailers, putting in docks and hauling garbage, crouching and stooping when hauling firewood, loading fallen trees, painting, and picking garbage, walking on rough terrain when fighting fires, and when operating a push lawn mower. (2B)

On average, spends 18 hrs per week lifting/pulling weights up to 8 kg. (e.g., fire hoses and hand tools), standing, walking and sitting while doing park and campground maintenance, office work and repairing and maintaining tools and equipment. (1C)

**Factor 8 - Coordination****Overall Rating - 4A**

Speed and accuracy of physical movements are major considerations for 5 hours per week when fighting fires. (3A)

On average, 30 hours per week either speed or accuracy of physical movement is required. Speed is a major consideration (20 hours) when operating radio/ telephone/ computer communications and participating in fire simulation or physical training exercises. Accuracy is a major consideration (10 hours) when maintaining and operating power tools, chainsaws, ATVs, boat or vehicles. (2D)

Neither speed nor accuracy of physical movement is required for 2.3 hours per week. (1A)

**EP; CD #13**  
**Pasture Manager**  
**Pastures Branch**  
**Agriculture and Food**  
**Occupational Code: GPAS**  
**Level 5**

**December 2009**

### **Main Purpose**

Responsible for the operation, management and maintenance of Midale community pasture to provide optimal, sustainable grazing, and care and breeding opportunities for privately owned livestock.

### **Primary Responsibilities**

Ensures proper utilization of pasture lands (e.g., grazing rotation, water supplies) and maintenance of community pasture facilities (e.g., corrals, fences).

Plans, maintains, records and monitors pasture operating budget expenditures and identifies opportunities to generate revenue (e.g., sell hay).

Monitors and ensures good health of livestock, including bulls held over during the winter months. Maintains records of medical treatment to cattle.

Maintains records of pasture operations, calculates and collects grazing and pasture revenues.

Responsible for the work of one staff member.

### **Factor 1 - Problem Solving (3)**

Problems relate to managing the complete pasture operations (i.e., health and welfare of livestock, maintenance of facilities, and quality and quantity of feed and water for livestock) within the parameters of the operating budget.

#### **Level 3**

Problems include:

1. A section of the pasture is deteriorating and can no longer provide adequate feed for the herd.
2. There is a shortage of water in pasture dugouts for the cattle.
3. Cattle have mysteriously disappeared from the pasture.

Solutions are achieved by:

1. Assessing the forage quality and quantity in the

field and determining cause [e.g., overcapacity, lack of water, or weed infestation (sage brush)].

Adjusting rotation schedule and herd structures to reduce grazing on affected pasture. Developing a plan to regenerate the pasture in order to return it to a maximum sustainable yield (e.g., shorter grazing season, fewer cow months, or replanting).

2. Determining cause of low water (drought, lack of snow) and developing a plan to ensure that there is an immediate supply of water for the cattle for the remainder of the season (more frequent rotations, open up fields to provide access to other water sources or provide alternate water source). Establishing a long term plan to provide additional water sources for pasture cattle, such as redesigning fields or digging new dugouts; adjusting present operating budget and planning for upcoming budget years to provide labour and capital projections for improvements. Recommending a reduction in cattle allocations until water levels improve.
3. Searching the area where the cattle were to have been, interviewing riders about when cattle were last seen, checking other fields in the pasture, looking for signs of escape or downed fenceline, obtaining and analyzing information from the owner of the cattle (e.g., has the owner removed cattle, did cattle die early in the spring). Determining cause (e.g., rustling) and preparing documentation for compensation and refunds.

#### **Level 2**

Problems include:

1. Cattle take-in schedules are unsuitable to patrons because of their other farming activities.

Solutions are achieved by:

1. Reviewing schedule of dates, times and locations for each patron to determine if flexibility can be exercised and the patron's request accommodated, in light of own schedule and take-in dates of other patrons. Analyzing established schedule, ensuring fairness to all patrons, and determining take-in date. Adjusting own schedule and attending take-in to count and check cattle.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Decisions are made within established policies, standards and procedures and are accepted without review. Decides number of breeding fields needed for upcoming breeding season, priority and schedule for

improvements or repairs in pasture (e.g., gates, cross fences, dugouts), best utilization of available forage, rotation schedule and field configurations (e.g., ensuring the dry cows are not adjacent to breeding fields), and decides cattle take-in or take-out dates. Decisions outside policy and established procedure would be approved by the supervisor before proceeding.

**B. Level C**

Responsible for the safety of staff and patrons when working in close proximity to bulls, mothering cows and cattle in enclosures (approximately twice per week). Decisions involve separating wild cows from the group, using squeezes and chutes to handle dangerous animals, monitoring the behaviour of cattle in the enclosure to react quickly and remove the risk to self and others.

Ensures the sustainability of pasture forage and water through sound environmental practices. Corrective actions include: monitoring forage composition, quality and quantity in actively grazed pasture (weekly), and rotating cattle when grass becomes short or unpalatable to ensure sustainable yield (weekly).

**Level B**

Determines diagnosis of livestock illness to ensure appropriate treatment to protect patron's livestock assets. Corrective actions include: treating cattle for the ailment and/or removing affected animal from the pasture (weekly).

**Factor 3 - Human Relations Skill (3A)**

**A. Level 3**

Calms patrons who disagree with management practices or department policy (e.g., patrons refusing to brand cattle, delivery of cattle at the wrong time or date). Resolves the conflict by influencing, listening and responding to patrons, board members, municipal officials, other ranchers and the public on policies, procedures and regulations related to pasture grazing and management (e.g., why no hunting is allowed in pasture until cattle are removed).

**B. Level A**

Provides information both verbally and in the form of standardized reports and forms to patrons regarding the business operations record for the pasture, improvements, general health of cattle and breeding stock. Explains pasture use and access to other users (e.g., oil drilling crews, neighbouring farmers whose cattle break through fences) to ensure they appreciate the conditions of pasture management. Provides

information about changes to policies or procedures, summaries of revenues and expenditures or plans for repairs or facilities maintenance. Requires both verbal and listening skills in order to interact with the public and pasture patrons.

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

Has responsibility for the work of 1 F.T.E.

**Factor 5 - Job Knowledge (3B)**

**A. Level 3**

Requires knowledge of business management of ranching operations, range management, grazing rotations, corral and fence construction, life cycle and habits of cattle, and feeding and care of livestock. Knowledge is applied in order to provide for the needs of the livestock and pasture while maintaining a financially viable operation and healthy herd and to participate in the development of a long term management plan for the pasture.

**Level 2**

Requires knowledge of bookkeeping procedures and computerized financial record keeping to calculate revenues and draft and monitor budget expenditures.

Requires knowledge of pasture facilities maintenance and construction; breeding and neutering methods for livestock; horseback riding and care; exposure and susceptibility of livestock to diseases and hazards while in the pasture; winter herd management; branding; vaccinating livestock to ensure protection from disease (e.g. correct diagnosis of sicknesses and proper restraint while medicine is being administered), and care of livestock (e.g., adequate food, water and shelter).

Requires knowledge to operate and perform maintenance on equipment (e.g. change oil, repair damaged wheels or axles, or change a hydraulic hose) such as tractors, post pounders, trucks, livestock trailers, windmills, solar waterpumps, watering bowls and hand tools; and to construct facilities (e.g., build a calf shelter, construct a corral gate or loading ramp, or repair stalls in the barn).

**B. Level B**

Requires knowledge of the departmental mandate and purposes for managing community pastures and ranching operations as a profitable business enterprise in

order to prepare budget requirements, and explain the fee structure for using community pastures. Requires knowledge of department policies, procedures and regulations in order to respond to inquiries and complaints. Requires knowledge of department procurement procedures and budget management practices in order to purchase supplies and equipment and operate the pasture within the budget allotment.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 3A**

On average, spends 2 hours per week in direct contact with irate and dangerous animals in pens or confined spaces. (4A)

On average, spends 34.3 hours per week in contact with irate and dangerous animals in pens or confined spaces, livestock medicines, chemicals and syringes, riding on horseback on rough terrain, driving vehicles over rough terrain and trimming cattle's feet and shoeing horses. (3F)

On average, spends 3 hours per week keyboarding (1 hour), fencing and performing structural repairs (2 hours). (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 11 hours per week administering medication and neutering cattle, working closely with livestock in enclosed areas, roping, branding and handling cattle, trimming feet and lifting weights over 18 kgs (hay bales). (3B)

On average, spends 26.3 hours keyboarding and entering financial information on the computer, interacting with patrons who are upset or uncooperative about pasture policies or procedures, riding horseback, lifting weights 8 and up to 18 kg. (salt blocks, barbed wire, feed for cattle), and repairing fences or facilities. (2D)

### **Factor 8 - Coordination**

#### **Overall Rating - 2A**

On average, 10 hours per week requires speed and accuracy of physical movement when performing tasks such as roping cattle, applying restraints to livestock and manoeuvring on horseback when moving or sorting cattle. (3A)

On average, 20 hours per week requires accuracy of physical movement when performing tasks such as keyboarding/entering data into the computer or calculating grazing fees, measuring dosages of medicine or injections, administering injections, performing equipment or building maintenance and riding on horseback while checking fences, livestock or monitoring the pasture. (2A)

On average, 7.3 hours per week requires neither speed nor accuracy of physical movement. (1D)



**EP; CD #21  
Ferry Operator  
Regina District  
Highways and Transportation  
Occupational Code: GFOW  
Level 5**

**December 2009**

**Main Purpose**

Operates and maintains a lake ferry with a carrying capacity of 18 automobiles and a travelling distance of 1 1/2 miles.

**Primary Responsibilities**

Operates a ferry including directing the loading and unloading of various vehicles, equipment, and materials.

Maintains records of passengers, equipment, and materials transported.

Reports on occurrences where equipment or materials are damaged or individuals are injured.

Cleans and maintains the ferry through activities such as washing, fuelling, changing oil, and greasing.

Sands, paints, and services the ferry prior to Spring launching.

Maintains department buildings and grounds including cutting the grass, repairing signs, painting, and picking up garbage.

**Factor 1 - Problem Solving (2A)**

Problems relate to the operation and maintenance of the ferry and associated equipment and to building maintenance.

**Level 2**

Problems typically include:

1. Mechanical failure (e.g., engine will not start, defective cable) results in shutdown of operations.
2. Vandalism occurs to Departmental property.
3. Accident occurs while loading/unloading.

Solutions are achieved by:

1. Examining possible causes of failure (e.g., checking fuel lines, checking for loose wiring); obtaining required parts and repairing (e.g., changing filters or plugs, replacing belts, replacing cables), or

- arranging for necessary repairs.
2. Assessing damage; contacting appropriate departmental staff; reporting to RCMP; repairing or arranging for repair.
3. Halting all traffic; providing instruction to clients as to process to resolve situation; contacting authorities/ambulance/medical personnel as required; recording all details; and completing accident reports.

**Level 1**

Problems include:

1. Users refuse to follow directions or are rude and impolite.

Solutions are achieved by:

1. Informing passengers of departmental policies and obtaining compliance; refusing to transport; contacting RCMP if required.

**Factor 2 - Decision Making (4E)**

**A. Level 4**

Makes decisions within policy, regulations, and guidelines and which are accepted without review. Decisions include: when to shut down due to weather conditions such as wind, fog, storms; when to alter scheduled departure times for emergencies such as medical problems; whether or not to transport passengers (abusive, intoxicated) or goods (hazardous materials, cargo unsafely loaded). Decisions, which are outside of prescribed standards, policies, and procedures, are reviewed before implementation.

**B. Level E**

Due to the 24-hour operation of a 2.5 mile ferry run, makes decisions, daily, relating to the safety of passengers such as delaying or ceasing operations in adverse weather, safe and loading or unloading practices and conditions.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Achieves understanding through persuasion to get the public and industry to adhere to proper loading and transportation standards. This includes calming irate persons who do not want to abide by the standards when the operator explains and refuses to transport the goods or equipment in the manner requested or at all. Should accidents or injury occur the operator may have to defend the actions in court.

**Level 2**

Interacts with rude/impolite/intoxicated passengers in an attempt to calm same and establish a rapport while explaining the requirements for ferry transport. If compliance is not obtained, refuses to transport and refers the matters to the RCMP if required.

**B. Level B**

Frequently discusses loading and procedures with the public or industry people who have varying dialects or use their occupational slang. Incident reports must be created for any unusual occurrences.

**Level A**

Explains departmental requirements/reasons for closure/applicability of scheduling.

Reading and writing skills are required to complete required documentation (forms, trip lists and accident reports) and comprehend directives.

**Factor 4 - Responsibility for Work of Others (2A)**

**Level 2**

Occasionally responsible for the work of new operators. Coaches for ongoing performance improvement, demonstrates job functions and procedures, monitors the achievement of goals or objectives and ensures quality and quantity standards are met.

**Factor 5 - Job Knowledge (3B)**

**A. Level 3**

Requires knowledge of the maintenance and repair (changing oil, filters, belts, plugs, gaskets) of diesel and gasoline engines, and the use of a variety of hand tools. Requires knowledge of fire fighting and handling hazardous materials in order to respond to accidents, which occur during ferry operations.

**Level 1**

Requires knowledge of addition, subtraction, multiplication, and division to calculate load weights.

**B. Level B**

Requires knowledge of loading, launching, water transport, berthing, and unloading a ferry and applicable departmental procedures and directives. Knowledge is applied in operating and maintaining a lake ferry and maintaining records of use.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, spends 1 hour per week travelling in severely restricted visibility (fog, rain). (5A)

On average, spends 8 hours a week exposed to exhaust fumes from diesel engine when conducting engine room inspections, interacting with hostile individuals who are unhappy with the service, and transporting dangerous goods such as petroleum and agricultural chemicals. (4C)

On average, spends 3 hours per week exposed to the roar of heavy equipment being loaded or unloaded (over 85 decibels) or loading livestock for transportation. (3B)

On average, spends 10.3 hours per week exposed to loud noise while operating ferry and conducting departure inspection (below 85 decibels) glare, travelling in adverse weather conditions, and assisting small craft/individuals experiencing difficulties. (2C)

On average, spends 16 hours per week exposed to slippery surfaces, insects, dust, grease, and motor oil, and travelling on water in good conditions. (1D)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 20 hours per week directing the loading, unloading and docking of the ferry and climbing steep stairs to and from the control tower (30 feet off the deck). (3C)

On average, spends 7.3 hours per week kneeling and crouching when inspecting the engine room, doing circle check prior to departure, securing and casting off mooring lines; and responding to rude or impolite people. (2A)

On average, spends 10 hours per week standing, sitting, walking, and pushing or pulling weights not exceeding 8 Kgs (e.g., cables, mooring lines). (1B)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 12 hours per week requires both speed and accuracy of physical movement when manoeuvring the ferry while docking, and securing safety lines. (3B)

On average, 10 hours per week requires accuracy of physical movement when servicing and repairing engines, kneeling, stooping, climbing over obstacles in confined spaces while conducting departure inspections, and climbing to and from the control tower. (2B)

Neither accuracy nor speed of physical movement is required for approximately 15.3 hours per week. (1C)

EP; CD #22  
December 2009  
Equipment Operator (Seasonal)  
Operations Division: Southern Region  
Department of Highways and Transportation  
Occupational Code: GHMW  
Level 3

**Main Purpose**

Operates and maintains equipment (oil distributor, single and tandem axle trucks, power broom, tractor, grader and front-end loader etc.) required for the summer maintenance program of the provincial highway system.

**Primary Responsibilities**

Operates and maintains equipment used for various maintenance activities such as spot sealing, deep patching, sandvik blading and crack sealing.

Operates and maintains equipment used for the preparation and cleanup of highway work zones.

Provides manual labour for the patching and maintenance of the road surface.

Flags and directs highway traffic through work zones.

**Factor 1 - Problem Solving (2)**

Problems relate to ongoing maintenance and repair of the assigned equipment during breakdowns, servicing, preventative maintenance checks and highway repair work.

**Level 2**

Problems include:

1. Equipment breakdowns.
2. Road surface failures such as surface cracks or potholes.
3. Broken or damaged highway signage.

Solutions are achieved by:

1. Identifying and diagnosing the equipment failure, performing minor repairs that can be performed such as changing a flat tire, belts, hydraulic hoses or rotary lights.
2. Patching or crack sealing immediately if it's a small job and time permits, or flagging and identifying it to the supervisor to enable planning of larger repairs.

3. Surveying conditions and determining how to repair or erect a temporary replacement.

**Factor 2 - Decision Making (4E)**

**A. Level 4**

Makes daily decisions within policies or regulations which are accepted without review, and includes deciding which spots on a section of road to repair and the method to be used (e.g., spot sealing) based on an inspection of the road condition.

**Level 1**

Decisions such as stopping traffic or allowing them to proceed through work zones and minor equipment repair are made and implemented based on departmental procedures and workzone safety procedures.

**B. Level E**

Threat to the safety or well being of others is present when flagging a workzone on a weekly basis. Ensures the safety of passing motorists (from contact with work site equipment, and collisions with other vehicles passing in the opposite direction) and highway workers (from being hit by passing vehicles) by controlling the speed and access of motorists passing maintenance projects (e.g., stopping traffic or slowing traffic down when flagging).

**Factor 3 - Human Relations Skill (2A)**

**A. Level 2**

Defuses aggressive behaviour or calms impatient people by explaining safety and flagging procedures to the public when directing them through a work zone or explaining signage standards, potholes and mowing practises.

**Level 1**

Exercises politeness and courtesy when flagging work zones and controlling traffic flow.

**B. Level A**

Requires verbal communication skill to explain safety and flagging procedures to the public.

**Factor 4 - Responsibility For Work of Others (1)**

**Level 1**

There is no assigned responsibility for the work of other government employees.

**Factor 5 - Job Knowledge (2B)****A. Level 2**

Requires knowledge of operating a tractor with a 6 foot hydraulic broom attachment in order to clean off road surfaces prior to or following maintenance activities such as spot sealing and shimming, or clearing of gravel tracks at intersections (in conditions of low visibility due to blowing dust).

Requires knowledge of operating a single axle truck (oil distributor) with a 4,000 litre (approx.) capacity tank equipped with spray bars and pumps. This knowledge is applied in operating the pump to release oil, dependent on the consistency, at a rate of application that will allow the liquid asphalt to spray evenly, while driving the truck at a controlled speed and flagging traffic.

Requires knowledge of operating a 9 wheel packer or steel drum roller in order to drive forward or in reverse, in a straight line, at a controlled rate of speed, to pack sand into oil and prevent damage to fresh sand sealed surfaces or asphalt cement or bit mix.

Requires knowledge of driving a one ton truck and operating a hydraulic box during hand patching activities.

Class 3 license with air endorsement is required in order to operate the equipment. A Dangerous Goods certificate is required for the transportation and labelling of dangerous goods and hazardous materials.

**B. Level B**

Requires knowledge of highway patching and maintenance techniques. Requires knowledge of departmental policy and procedure manuals such as the Maintenance Policy and Standards Manual (tar application rates, gravels, signing and equipment usages), Safety Manual (personal, workzone and equipment handling safety) and the Equipment certification manual (operation of specific pieces of equipment - mowers, single axle trucks, tandem axle trucks and oil distributors). Mechanical knowledge is required for immediate equipment breakdowns or for minor repairs and service.

**Factor 6 - Working Conditions****Overall Rating - 4A**

On average, spends 10 hours per week exposed to noxious fumes, toxic, volatile and poisonous substances such as vehicle exhaust, fuels, toxic paints, asphalt mixes and cleaning solvents when performing manual deep patching, crack sealing and spot sealing. (5C)

On average, spends 4 hours per week exposed to conditions where there is a risk of severe physical disability, or fatality when standing on the highway flagging traffic. (4B)

On average, spends 16 hours per week exposed to heavy equipment vibrations and loud equipment noise more than 85 decibels when operating equipment (3D)

On average, spends 3 hours per week interacting with rude/impolite people. (2B)

On average, spends 2 hours per week exposed to grease, oil and dirt when servicing equipment. (1A)

**Factor 7 - Demand****Overall Rating - 3A**

On average, spends 18 hours per week shovelling asphalt or cement mix or loading highway signs weighing over 18 kgs. (3C)

On average, spends 16 hours per week sitting and operating equipment in a confined work position and travelling in adverse weather conditions. (2C)

On average, spends 3.3 hours per week walking and standing while flagging work zones. (1A)

**Factor 8 - Coordination****Overall Rating - 4A**

On average, 8 hours per week, speed and accuracy of physical movements are major considerations when operating the oiler. (3B)

On average, 16.3 hours per week accuracy of physical

movement is a major consideration when performing minor equipment repairs, directing traffic through a work zone ensuring clear communication, and operating equipment. (2C)

Neither speed nor accuracy of physical movement is required 13 hours per week. (1B)

**EP; CD #23**  
**Equipment Operator**  
**Prince Albert District**  
**Highways and Transportation**  
**Occupational Code: GHMW**  
**Level 5**

**December 2009**

### **Main Purpose**

Operates heavy equipment in the maintenance of roads and highways.

### **Primary Responsibilities**

Ensures that highways are kept clear of snow and ice during the winter season.

Operates heavy equipment involved in the preservation and maintenance of roads, highways and airports in summer maintenance.

Operates, services and maintains heavy equipment such as: tandem trucks with hydrodrum, spinner and snowplow attachments, grader, tractor, power broom, pull-type packer, tandem oiler and articulating front end loader.

Cleans the shop, steams culverts, fills racks and directs traffic.

Keeps records and logs (e.g., Hours of operation for equipment, repairs, maintenance done to equipment, amounts of material applied to highways, etc.)

Establishes work zones and erects appropriate signs.

Replaces broken signs.

### **Factor 1 - Problem Solving (2)**

Problems relate to the maintenance of equipment, highways and roads.

#### **Level 2**

Typical problems include:

1. Slippery and dangerous roads.
2. Equipment not working properly.
3. Adverse weather conditions (storms, blizzards, dust).
4. Failure of the road surface.
5. Wildlife problems.
6. Traffic control required to protect the public.

Solutions are achieved by:

1. Determining safe operating speeds, and the application rate of salt, gravel to apply, based on established procedures, experience and road conditions. Making adjustments to the equipment to attain the desired result.
2. Identifying and diagnosing equipment failures and making repairs or adjustments. Servicing and maintaining the equipment (e.g., change oil, filter, and grease, make adjustments). Major repairs are referred to the supervisor and then the mechanic.
3. Evaluating highway conditions due to weather or reports from hotline, RCMP or the general public. Based upon the weather and road conditions, recommend whether travel is advised or highways to be closed.
4. Assessing surface to determine cause of failure and areas requiring repair or treatment. Determining method of repairs based on budget, availability of equipment and manpower, weather, available time and extent of failure. Flagging all failures.
5. Cleaning blocked culverts using scare cannon, pistols and shotguns to scare birds away from sensitive areas.
6. Flagging or manning barricades to direct traffic as a result of accidents, road washouts, forest fires, hazardous spills, or work operations.

### **Factor 2 - Decision Making (4E)**

#### **A. Level 4**

Makes decisions within established procedures and policies which are accepted without review. Decisions include: determining the amount of sand/salt/calcium to apply on icy roads (daily during the winter season); determining the type of equipment to use dependent on the road conditions (e.g., heavy snowfall, wet snow, packed snow); determine when to cease ploughing a road as poor visibility may cause harm to self or travelling public; determining how to load a truck and/or trailer to ensure the unit does not exceed legal weight limits; and determining when to assist police at an accident by controlling the flow of traffic.

#### **B. Level E**

Threat to the safety or well being of others is present when flagging a workzone on a weekly basis. Ensures the safety of passing motorists (from contact with work site equipment, and collisions with other vehicles passing in the opposite direction) and highway workers (from being hit by passing vehicles) by controlling the speed and access of motorists passing maintenance projects (e.g., stopping traffic or slowing traffic down when flagging).

**Factor 3 - Human Relations Skill (2B)****A. Level 2**

Defuses aggressive behaviour or calm impatient motorists by explaining safety and flagging procedures work zone or explaining signage standards, potholes and mowing practises.

**Level 1**

Provides information to the public regarding road conditions and requests permission from landowners to park vehicles on their land. Listens to complaints from motorists (e.g., motorist has asphalt on their vehicle from the road). Refers the individual to the Supervisor of Operations for resolution.

**B. Level B**

Ensures the safety of the motoring public by working with contractors to ensure proper application / location of construction materials culverts, etc. Accepts or rejects completed repair by private equipment dealer. Ensures that unacceptable repairs are redone. Use contracts or department staff plans, marks location and indicates rate of application of materials.

**Level A**

Provides information/direction to motorists when performing flag person duties (e.g., informs motorists how to proceed through a stretch of road where there is construction under way, and explains to motorists why traffic is being controlled).

**Factor 4 - Responsibility for Work of Others (2)****Level 2**

Shares responsibility for the supervision of new employees and occasionally junior equipment operators who work under the direction of this job on a project or case basis.

**Factor 5 - Job Knowledge (3B)**

Required knowledge of heavy equipment operation applied to multiple tasks, service and maintenance of the electrical, mechanical, hydraulic and fuel systems of the assigned heavy equipment. A IA drivers licence is required for operating trucks and ability to pass all the operator certifications on all assigned equipment. Complete practicum requirements for a tandem snow plow, grader, front end loader, power broom, tandem oiler. Knowledge is applied in operating, servicing, adjusting, maintaining and repairing the assigned heavy

equipment used in the operation and maintenance of roads and airfields. Department of Communications Radio Certification and licence is required for airport operations. Work zone traffic control and signing training, First Aid training. Transportation of dangerous goods and WHMIS training is also required. Knowledge of the Aerodrome Standards and Procedures manual and safe airport operating practices is required when working on airports. Requires knowledge of the applicable sections of the Occupational Health and Safety Act.

**B. Level B**

Requires knowledge of department policy, standards and procedures manuals (e.g., weights, licenses, registrations, dimensions of vehicles, handling of dangerous materials, traffic control devices to maintain a safe work zone) for maintaining highways and roads; equipment manuals, air brake manuals, etc., in order to comply with licensing requirements and to ensure that vehicles are operated and maintained appropriately .

**Factor 6 - Working Conditions****Overall Rating - 4A**

On average, spends 16.25 hours per week exposed to extreme cold, heat and severe restricted visibility due to blizzards, swirling snow and swirling dust when fuelling equipment (1 hour), greasing wheels (.25 hour) and ploughing snow (15 hours). (5D)

On average, spends 1 hour per week exposed to conditions where there is a risk of severe physical disability, or fatality when standing on the highway flagging traffic. (4A)

On average, spends 17 hours per week exposed to driving in heavy snowfall, or low visibility (1 hour); performing repetitive tasks such as shovelling, performing repairs and maintenance and operating controls of equipment (14 hours); noise from equipment above 85 decibels and heavy equipment vibrations (1 hour); and cleaning agents such as varsol, brake cleaner, ether and de-tar (1 hour). (3D)

On average, spends 1 hour per week exposed to eyestrain when driving on bright days (.5 hour) and interacting with rude motorists (.5 hour). (2A)



On average, spends 1 hour per week driving in good conditions, working in the shop exposed to motor oil, grease, dust and slippery floors, and doing paperwork. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 25.3 hours per week changing tires, installing snow plough wing on truck, lifting, or pulling weights over 18 kg. (e.g., wheel barrow, tow chains, etc.), operating snow plough, spreading sand/salt/gravel/hot and cold mix, driving trucks in traffic and conditions of little, or no visibility. (3D)

On average, spends 11 hours per week lifting weights from 8-18 kg. (e.g., hoses and nozzles when fuelling up units), performing repairs and maintenance on equipment, operating heavy equipment in good conditions, steaming culverts, shovelling, flagging traffic, fuelling equipment, crack sealing and greasing wheels and interacting with rude motorists. (2B)

On average, spends 1 hour per week sitting at a desk filling out forms, reporting to hotline and responding to complaints. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 5A**

On average, spends 24 hours per week performing tasks where controlled speed and accuracy of motor movements are a major consideration (e.g., operating heavy equipment in traffic while operating controls to apply salt, or sand, or operating the snow plough). (3D)

On average, spends 10 hours per week performing tasks where accuracy of physical movement is the major consideration (e.g., driving vehicles to and from work sites, performing repairs and service on equipment [greasing zerts]). (2B)

On average, spends 3.3 hours per week where neither speed, nor accuracy of physical movement is a major consideration. (1A)

**EP; CD #26**  
**Park Gate Attendant**  
**North Battleford Provincial Park**  
**Environment and Resource Management**  
**Occupational Code: FPGW**  
**Level 3**

**August 2015**

**Main Purpose**

Sells park entry tickets and camping permits to the public and provides information about the park and surrounding area.

**Primary Responsibilities**

Balances monies received to receipts and prepares bank deposit.

Completes forms (e.g., Accountable Items Transfer, Daily Occurrence Report, and Park Refund forms) to account for monies received.

Maintains the entry kiosk, the main office, and adjacent grounds (e.g., washes windows, vacuums, shampoos carpets, waters flowers, pulls weeds and picks up garbage).

Keeps records of where campers are located by site number.

Provides brochures and responds to park patrons' inquiries regarding the park and surrounding area, activities, points of interest, amenities and rules and regulations in the park.

**Factor 1 - Problem Solving (1)**

Problems relate to the operation of the cash register, complaints about park fees, a long wait to enter the park.

**Level 1**

Problems typically include:

1. Revenue reports do not balance.
2. Insufficient permits and/or change.
3. Keys jamming on the cash register.
4. Park patrons disregarding park entry and camping rules (e.g., entering the park without a valid entry permit.
5. Park patrons not renewing camping permits by the designated time.
6. Vehicles which do not qualify for a one hour free pass attempting to enter the park.

Solutions are achieved by:

1. Double checking cash and cash register tapes for voids and refunds, and making adjustments/corrections.
2. Requesting additional permits/change from the supervisor.
3. Repairing the cash register by following instructions provided by the manufacturer or requesting a spare from the supervisor.
4. Explaining park entry and campground rules.
5. Locating campers, and collecting camping fees.
6. Determining if the vehicle is visiting a cottager or picking up a park worker or golf club worker prior to granting free entry.

**Factor 2 - Decision Making (4A)**

**A. Level 4**

Makes decisions independently within park policy and guidelines. The majority of decisions are not reviewed and include approving refunds, reassigning campers to different sites, and providing one hour free passes.

**B. Level A**

Threat to the well-being of others, the environment or finances is unlikely.

**Factor 3 - Human Relations Skill (3A)**

**A. Level 3**

Calms park patrons who want an electrified site when none are available, cottagers and their guests who do not want to pay the park entry fee, and people in long line ups at the entry gate. Explains to campers about park policy/rules, park activities, rationale for park fees (e.g., seniors now pay camping fees, why a park entry fee is charged to people accessing the golf course).

The expectation is that the position manages the situation and resolves the conflict. Must calm those who are upset, explain the applicable policy and come to a resolution so that the patrons of the park understand the circumstances and accept them.

**B. Level A**

Compiles various reports to account for park entry and camping fees using a standardized format.

**Factor 4 - Responsibility for Work of Others (1)**

**Level 1**

No direct responsibility for the work of others.

On average, spends 1 hour per week lifting objects under 8 kg., cleaning washrooms and picking up garbage. (1A)

**Factor 5 - Job Knowledge (1B)**

**A. Level 1**

Requires knowledge of addition and subtraction to count and calculate daily receipts and prepare bank deposit slips; knowledge of cash register operation; knowledge of communications to answer various inquiries from and complaints by the public.

**B. Level B**

Requires knowledge of park policies and regulations, park programs, facilities, services, and entry procedures. This knowledge is required in order to sell park entry tickets, camping permits, reserve campsites, fishing licenses, complete department forms and records, and relay information about the park to park patrons. Requires knowledge of department standards and operation of equipment in order to operate cash registers, transect machines, calculators, security, alarm systems, VHS radios and perform minor maintenance and cleaning.

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, for 25 hours per week, speed and accuracy of physical movement is required when operating a cash register when there are long line-ups and people are getting impatient waiting. (3D)

On average, for 5 hours per week, accuracy of physical movement is required when writing reservations in the log and completing camp permits. (2A)

On average, for 7.3 hours per week, neither speed nor accuracy of physical movement is a major consideration. (1A)

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends 30 hours per week standing in a confined position when collecting park fees from the public from an open kiosk; interacting with rude or impolite park patrons in long lineups to get into the park, who dispute camping fees or park rules. (2E)

On average, spends 7.3 hours per week exposed to background noise below 85 decibels. (1C)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 36 1/3 hours per week operating a cash register, completing camping permits, interacting with park patrons who are rude/impolite, standing in a confined work position (small kiosk) and stooping and crouching to restock information displays and to weed. (2E)

EP; CD #27  
November 22, 2010  
Revenue Auditor  
Financial and Administrative Services  
Environment & Resource Management  
Occupational Code: FACW  
Level 5

### **Main Purpose**

Verifies the accuracy of all revenue reports and accompanying documents submitted by approximately 88 departmental field offices.

### **Primary Responsibilities**

Reviews all revenue reports and accompanying documents to ensure accuracy of revenue collection and disbursement. Advises field staff on rules governing revenue collection and remittance.

Produces standardized reports by polling 21 of the 88 field offices to access information from the cash register information system regarding forthcoming revenue. Reconciles polled information to remittances submitted by the field offices to ensure accuracy of revenue collection and disbursement.

Responsible for the work of a summer student hired to process revenue reports.

Trains other unit staff on how to audit revenue reports. Reviews all revenue reports audited by other unit staff.

Provides information to the public and employees from other divisions on the rules governing revenue collection and remittance.

Processes all department refunds in excess of \$75.00.

### **Factor 1 - Problem Solving (2)**

Problems relate to verifying, recording and processing revenue.

#### **Level 2**

Problems include:

1. Discrepancies between Cash Register Information System (CRIS) till tapes and CRIS daily Revenue Report and Parks Act (rates and fees) such as an incorrect entry punched into the cash register by field employees for a map sale.
2. Field staff who do not understand how to complete necessary forms (e.g., GST wasn't charged; foreign

exchange wasn't calculated correctly).

3. Complaints, filed with field office and/or the job, that a refund cheque has not been received.
4. Discrepancy between the License Information Processing System Outstanding Serial Numbers Report and the inventory of accountable forms at the field office.

Solutions are achieved by:

1. Reviewing accountable forms, forms listing, CRIS till tape, CRIS daily revenue report, and applicable acts; making adjusting and/or reversing entries to field revenue report and RES computer system; checking to see if field office has re-programmed cash register to reflect price changes or received updated copies of applicable rates and fee changes, if not, forwarding copies to field, or instructing field to review applicable changes to policy and procedures.
2. Researching payment by type of accountable form and/or reviewing revenue reports and attached receipts; applying act, regulations, policies and procedures; advising field staff on policies and revolving fund.
3. Researching the status of the refund request by accessing various tables on the RES computer system (e.g., vendor invoice line table; cheque detail header table); notifying individual and/or field office staff of outcome; if a cheque has been cashed, sending a memo to Department of Finance requesting a copy of both sides of the cashed cheque and then forwarding a copy of the cheque to the individual.
4. Reviewing the licence information processing system outstanding serial numbers report; reviewing field office revenue reports, field offices written response to outstanding serial numbers report (e.g., affidavits, accountable items transfer, previous years outstanding serial numbers report); and making adjusting and/or reversing entries to the licence information processing system.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Makes decisions within policies, procedures, acts and regulations which are not reviewed. Decisions include: changing/adjusting/reversing classification of revenue on Revenue Reports and The Revenue and Expenditure System; transferring revenue from field office bank accounts into the Wildlife Development Fund and the Government general account; processing refunds in excess of \$75; transmitting Cash Register Data Base files to the Revenue and Expenditure System; releasing

documents on the Revenue and Expenditure System to the Department of Finance; requiring affidavits to be completed by field office staff for missing or voided accountable forms; and requiring affidavits to be completed for unsubstantiated revenue refund requests. These decisions are not audited by the Department of Finance. Circumstances outside policies, procedures, acts and regulations are discussed with the supervisor prior to implementing a decision.

**B. Level B**

Financial loss to government occurs when rates and fees are miscalculated, or incorrectly punched into the cash register by field staff. Correction actions include adjusting and/or reversing entries to field office revenue report and RES computer system. These actions occur daily.

**Factor 3 - Human Relations Skill (2B)**

**A. Level 2**

Responds to client complaints that they have not received their refunds (e.g., outfitter who has not received their refund for returned permits) by explaining status of cheque (e.g., they cashed it already and a copy of their cashed cheque will be forwarded to them).

**B. Level B**

Explains to staff regulations, policies and procedures in circumstances such as when they're incorrectly coding revenue, incorrectly collecting licensing fees or not remitting funds in a timely manner. Instructs field office staff on policy and procedures pertaining to the remittance of revenue and accountable forms. This is individual instruction.

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

An historical pattern has been established that this position has full responsibility for the work of one summer student or .25 FTEs, every year.

**Level 2**

Responsible for verifying the accuracy of revenue collected and remitted by field office staff (e.g., Conservation Officers, District Managers). Verifies the accuracy of audits conducted by other unit staff. Identifies errors to staff and explains rules governing the process and verifies that corrections have been made. Persistent non-compliance by unit staff are referred to the supervisor.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of spreadsheet, wordprocessing and data base software packages (e.g., QuattroPro 5.0 for DOS, Word Perfect 5.1 for DOS, Electronic Mail, Windows and MS DOS 6, dBase IV for DOS, Report Writer 5 for DOS) in order to enter/retrieve and format documents.

**Level 2**

Requires knowledge of the elements of accounting theory and practice relating to journal entering, posting, trial balance preparation, adjusting entries, debit and credit procedures for revenues, control of disbursements by cheque, and preparing bank reconciliations. Knowledge is applied in reviewing revenue reports and accompanying documents to ensure accuracy of revenue collection and disbursement.

Knowledge is normally obtained through the completion of university courses equivalent to 240 university hours.

**B. Level C**

Requires knowledge of: all department revenue and associated revenue codes and subcodes relating to the general fund, commercial revolving fund and conditional revenue; the rates and fees outlined in legislation and department policy; procedures for frequency of remittances; procedures for processing refunds; operating procedures for the cash register and cash register data base polling procedures; and revenue and expenditure system tables pertaining to revenue and accountable forms. Requires knowledge of Cheque Master, Licence Information Processing System, Cash Register Information System, Revenue and Expenditure Mainframe System.

Knowledge is applied in auditing revenue collection and disbursements and processing refunds.

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends 12 hours per week keyboarding. (3C)

On average, spends .3 hour per week interacting with rude and impolite people who are angry with the fees and rates being charged by the department. (2A)

On average, spends 23.67 hours per week exposed to ink and dust from NCR paper and carbon paper; fumes from provincial laboratory; deadline pressures caused by interruptions from field office staff requiring information on processing revenue where there is no control over interruptions (4 hours). (1E)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, 32 hours per week is spent auditing revenue reports and keyboarding data, interacting with rude and impolite clients and kneeling and crouching, for durations up to 40 minutes, while filing. (2E)

On average, 4 hours per week is spent gathering information to verify revenue information, photocopying, polling stations, responding to general inquiries, sitting for durations up to 30 minutes, and performing activities such as processing revenue, coding, speaking on the phone and writing cheques. (1A)

**Factor 8 - Coordination**

**Overall Rating - 1A**

On average, 13 hours per week accuracy of physical movement is a major consideration when keyboarding, writing and coding. (2B)

On average, 23 hours per week, neither speed nor accuracy of physical movement is required. (1D)

EP; CD #28  
Invoice Clerk  
Financial Services Branch  
Department of Social Services  
Occupational Code: FACW  
Level 3

August 2015

4. Payments not received by the payee.

Solutions are achieved by:

1. Verifying totals on the invoice/request for payment and comparing it to the authorized payment amount and if wrong, changing the payment amount. Advising the branch of the correction. In some cases (e.g., when the amount is unclear), returning the invoice/request for payment to the branch for correction.
2. Checking with Social Services' Procurement Branch to see if Saskatchewan Property Management Corporation has to update their computer system to reflect the higher dollar amount. If not, sending payment to vendor according to what's on the system along with a debit memo to the vendor advising of the difference in payment amount and invoice amount.
3. Checking the manual/computer system for the correct numbers; making the change and advising the branch.
4. Checking RES to determine if and when the cheque was issued and advising the vendor. If the payment can't be found because an invoice was never submitted, contacting the branch, informing them of the late payment policy and asking that the invoice be forwarded immediately.

### Main Purpose

Audits requests for payments and invoices. Assigns payee codes, batches and totals all payments for data entry on the automated Revenue and Expenditure System.

### Primary Responsibilities

Audits invoices and requests for payment by verifying codes, calculations, totals, signing authorities and that supporting documents are attached.

Assigns Revenue and Expenditure System (RES) payee codes to each payment request and verifies address of payee.

Batches invoices and requests for payment, totals the batch and forwards for data entry into RES.

Accesses Standing Offer information from Saskatchewan Property Management Corporation database "Reflections" to verify General and Standing Offers as well as prices and the Customer Guide to Delegation Manual to verify delegation authority on invoices accompanied by Local Purchase Orders.

Verifies correctness of payment vouchers output from RES by comparing them to the invoices or requests for payment.

Provides information to department staff and payees with respect to the status of their payments.

### Factor 1 - Problem Solving (2)

Problems relate to processing invoices and requests for payment.

#### **Level 2**

Problems typically include:

1. Incorrect calculations/extension amounts on invoices/requests for payment.
2. Supplier's invoice exceeds the list price.
3. Standing Offer number or delegation number is incorrectly quoted.

### Factor 2 - Decision Making (4B)

#### **A. Level 4**

Decisions that are within policy and guidelines are accepted without review such as: determining the priority of invoices to be processed; changing payment amounts on invoices; changing incorrect coding on invoices; and preparing debit memos.

#### **B. Level B**

Financial loss to government occurs when vendor issues invoices for goods not received or for an incorrect amount. Corrective decisions involves contacting the vendor to clarify amounts and issuing cheques in the correct amount. These decisions occur on a weekly basis.

### Factor 3 - Human Relations Skill (2A)

#### **A. Level 2**

Calms vendors who are angry that it is taking so long to receive payment and politely explains why their payment was delayed and when they can expect to receive a cheque. If unable to calm the vendor, refers the problem. Explains to department staff why changes

have been made to payment amounts.

**B. Level A**

Uses verbal and listening skills to respond to questions from department staff respecting coding and processing procedures and to vendors regarding the status of their payment.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Responsible for checking and verifying invoices and requests for payments prepared by staff of the Department. Returns to the branch for correction and follows up to ensure the correction has been made.

**Factor 5 - Job Knowledge (2B)**

**A. Level 2**

Requires knowledge of accounting theories and principles (e.g., differences between a debit and a credit and a statement and an invoice, etc.) in order to process the correct documents and to understand expenditure statements when verifying the payment of invoices.

**Level 1**

Requires mathematical skills in order to total payments and apply interest charges.

Knowledge is applied in order to process invoices for payment and to verify debits and credits from RES reports.

**B. Level B**

Requires knowledge of the government payment policies contained in the Financial Administration Manual pertaining to when interest is paid, when a payment is considered late and what information is required from a supplier. This knowledge is required in order to explain policies to department staff and to comply with standards when processing payments. Also requires knowledge of how to use the Saskatchewan Property Management Corporations' Customer Guide to Procurement Services and Customer Guide to Delegation Manual in order to verify the accuracy of coding. Requires knowledge of the computer database "Reflections" in order to check prices for Standing and Limited Offer purchases and RES in order to reference account data. Requires knowledge of: object codes 2 - 5 to verify that invoices and requests for payments are coded correctly; fiscal year rules to assign accrual codes; Social Services' Chart of Accounts to verify charges are

made to the right office; and the Family Services Manual in order to confirm the authority to make payments under this Program.

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends 20 hours per week keyboarding to access data. (3D)

On average, spends 1 hour per week interacting with rude vendors (swearing) when they call wanting to know why they have not received payment yet. (2A)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 33.5 hours per week keyboarding to access data, auditing invoices/requests for payment by verifying calculations/extensions; interacting with vendors angry who have not received payment and standing and sorting the mail. (2E)

On average, spends 2.5 hours per week responding to inquiries from vendors and department staff. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 32.5 hours per week requires accuracy of physical movement to keyboard to access data, verify calculations/extensions, total batches and sort mail. (2E)

On average, 3.5 hours per week requires neither speed nor accuracy of physical movement. (1A)



**EP; CD #29**  
**Payroll Clerk**  
**Financial Services branch**  
**Social Services**  
**Occupational Code: FACW**  
**Level 5**

**September 2007**

**Main Purpose**

Processes payroll for permanent and non-permanent employees as one of five central office positions in the Financial Services Branch of Social Services.

**Primary Responsibilities**

Enters payroll benefits and deductions (Superannuation, Group Life, Income Tax, taxable benefits, etc.) pay disposition and vacation pay entitlements on the Human Resource System (HRS) database.

Calculates and completes forms for salary advances, for employees who are not set up, and hand-drawn cheques for holiday advances, final cheques and other special circumstances.

Maintains payroll records, reports and source documents monitoring all earnings, taxable benefits and deductions. Adjusts or requests adjustments as required.

Provides payroll information and advice to employees, managers, auditors, budget and human resource consultants, Canada Employment and Immigration Centre, Public Employees Benefits Agency and other outside agencies.

**Factor 1 - Problem Solving (3)**

Problems relate to processing a variety of payments including regular salary, supplementary payments, deductions and adjustments where different agreements, acts, and regulations apply.

**Level 3**

Problems include:

1. Employees work in more than one job in the same branch, different branch or different department and correct salary must be determined.
2. Retroactive salary adjustments must be processed for employees (TAHD, term appointments, incremental increases, grievance resolution, etc.).
3. Employee is overpaid.

Solutions are achieved by:

1. Determining the hours of work for the employee (office, field, institutional, modified 200days) to decide which rules and regulations apply: Reviewing time sheets, considering hours of work, definition of a day, length of shift (4,8,10,12,18 hours), days of rest, whether employee has signed a waiver to work over 40 hours a week without overtime, statutory holidays, overtime, overtime rate, applicable letters of understanding, Collective Agreement interpretation and past precedent contact other department where applicable to address discrepancies or clarify information (overlapping shifts, banked time request on same day employee working elsewhere); determining amount to be paid by Social Services and advising employee if other department is responsible for payment of overtime.
2. Referring to the Collective Agreement to determine rules and regulations in effect at time; gather information regarding classification, pay cycle and salary of employee, hours of work, any changes in the employee's salary history (reclassification, increments, negotiated increases, TAHD, temp appointment to an out-of-scope position), recalculating employees' pay, determining difference between actual pay and recalculating amount and determining balance owed employee.
3. Determining reason for over payment (errors on timesheet, overdrawn vacation leave, Worker's Compensation, overdrawn sick leave, pressing necessity or family leave not approved, commencement of definite leave, employee termination), calculating amount of overpayment, advising employee of how overpayment occurred and amount, identifying recovery options (recover from next pay cheque, recover in instalments, employee submits repayment directly to department, timeframes, etc), advising Finance of the issue, requesting payment be refunded to proper vote by Finance, amending Record of Employment(where applicable) and advising Administrative Services of the issue (responsible for collection/write-off of overpayment).

**Factor 2 - Decision Making (4B)**

**A. Level 4**

Makes decisions within policies, procedures and guidelines which are not subject to review. Decisions include: determining eligibility for regular, overtime or supplementary payments; determining the intent of third party demand and maintenance enforcement orders and setting up deductions accordingly; determining how to provide payment for late or missed time sheets; determining what information will be provided to

outside agencies such as banks for salary verification. Unusual situations that are not covered by policy (e.g., paying overtime to out-of-scope employees for fire fighting related activities) are referred to the supervisor for resolution.

**B. Level B**

Financial loss to government employees occurs when salary cheques are late, not produced, or incorrect. Corrective action includes issuing and remitting a replacement cheque. These actions occur daily.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Explains rules and regulations set out in agreements, regulations and Finance directives, eligibility for supplementary payments, hours of work or overtime rules. Persuades employees who are dissatisfied or disagree with their salary that appropriate salary calculations have been applied. Sets up re-payment schedules with employees who have been overpaid.

**B. Level B**

Provides information verbally and in writing to finance auditors regarding rationale for payment and authority to make the payment; CEIC regarding an employee's Record of Employment or an employee's salary possibly going back several years; PEBA regarding previous pensionable salary and/or service; and banks regarding verification of employment and earnings.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Prior to calculating payroll, verifies time sheets and work schedules completed by staff outside the division. Has authority to direct staff to make changes.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of operations and administrative functions of an office environment. Includes knowledge of word processing, databases and E-mail to enter/retrieve information and format correspondence and reports.

**Level 2**

Requires knowledge of mathematics (e.g., percentages, decimals, averages) in order to calculate pay based on hours of work, supplementary payments and deductions; and some elements of accounting theories and principles such as debits and credits and disbursements of funds to verify payments and cancellations have been processed and charged correctly by checking payroll records or RES reports. Also requires knowledge of grammatical usage in order to compose written correspondence and complete payroll termination forms (e.g., comments on record of employment).

**B. Level C**

Requires knowledge of payroll and deduction processes, policies and payment authorities for permanent and non-permanent. This includes knowledge such as hours of work (e.g., employees on variable hours of work, job share arrangements or education leave or modified hours of work); formulas and rules to calculate SDO's for in-scope employees on TPHD to an out-of-scope position; and vacation, sick leave and pressing necessity entitlements. Knowledge is applied in processing payments, calculating benefits and deductions, and providing explanations and information to employees, supervisors and managers.

Requires knowledge of the Human Resources System to enter payments, deductions, and employee information and to retrieve employee and salary related information.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 23 hours per week keying data. (3E)

On average, spends 10 hours per week writing (9 hours); and interacting with rude and impolite people (1 hour). (2C)

On average, spends 2 hours per week filing and faxing. (1A)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 33 hours per week keying data and

writing correspondence, interacting with rude and impolite people; and lifting file boxes weighing from 8 and up to 18 kgs. while researching and packing boxes. (2E)

On average, spends 3 hours per week standing for durations of up to 15 minutes, while photocopying, faxing, filing and walking when delivering cheques or transporting mail. (1A)

**Factor 8 - Co-ordination**

**Overall Rating - 4A**

On average, 34 hours per week, accuracy of physical movement is most important when keying data, writing, and filing. (2E)

On average 2 hours per week, neither speed nor accuracy of physical movement is required. (1A)

EP; CD #30

March 2009

**Accounting Supervisor  
Financial Planning and Administrative Services  
Shared Services for Saskatchewan Education  
& Post-Secondary Education and Skills Training  
Occupational Code: FACS  
Level 6**

**Main Purpose**

Responsible for directing the work of staff, and processes the revenue and expenditures for two departments - Saskatchewan Education & Post-Secondary Education and Skills Training, as well as Central Services.

**Primary Responsibilities**

Trains, directs and is responsible for three staff who process revenue and expenditures.

Audits invoices, S4's and contract payments for completeness and accuracy, ensuring consistency and classification of transactions in accordance with the requirements and standards of the Financial Administration Manual (FAM) and Accounting and Reporting Manual.

Determines intent of policies, develops procedures and processes payments including grants, and American Express (AMEX).

Compiles various monthly and quarterly reports including out of province travel report, business expenses, legal fees, courtesy report, minister's and deputy minister's travel report, and reports needed to respond to Committee of Finance questions.

Determines whether journal vouchers are necessary to correct original revenue and expenditure transactions and completes journal vouchers when needed.

Determines what year invoices should be charged to with regards to accrual accounting.

Responds to general inquiries from the public and other departments and branches regarding payment processes, and outstanding invoices or revenue.

**Factor 1 - Problem Solving (3)**

Problems relate to processing payments and revenues for the department.

**Level 3**

Problems include:

1. Unclear or changes to policies and procedures used by staff in other branches.
2. Promotions from travel agencies which suggest savings to government spending.

Solutions are achieved by:

1. Identifying type of expense (e.g., business expense for board members, treasury advance, contract payment); researching how similar payments have been processed in the past; determining the intent of policies by researching and comparing similar policies, contacting other departments (e.g., Finance) to obtain information on the intent of the policies; determining and advising branches of procedures for future reference; and revising accounting policies to ensure that branches are coding items consistently.
2. Researching previous trips made in the last year by both departments and Central Services; considering how many trips would be required in order to achieve a savings; recommending whether the departments should participate in the promotion and how many coupons should be purchased; and establishing procedures to allocate costs of the promotion to the branches.

**Level 2**

Problems include:

1. Vendor or employee asking for their payment.
2. Invoice coming late from branches.
3. Requests for information from Committee of Finance such as number of flights taken, total cost of out of province travel, minister travel etc.

Solutions are achieved by:

1. Identifying when invoice was sent in, checking RES for status of payment, searching for invoice in office baskets or contacting purchasing agency if payment is not on RES; obtaining copy of invoice and processing payment, scheduling a priority date if necessary.
2. Identifying when the branch received the invoice and when they submitted it to accounting; speaking to someone in the branch to obtain information on why the branch held the invoice, when did they send the invoice to accounting, and advising that invoices are to be sent in a timely manner; identifying schedule date of payment and how voucher should be processed (e.g., overnight; on-line; immediately).
3. Under strict time constraints identifying what information is necessary to answer the requests

from Committee of Finance; identifying where or how information can be obtained (e.g., dataease or ACCPAC documents which outline expenditures, RES or original invoices); ordering computer reports or compiling information from file records; designing or setting up format on software to ensure all information required is keyed.

**Factor 2 - Decision Making (4C)**

**A. Level 4**

Makes decisions within policies, regulations or payment authorities (e.g., contracts) the majority of which are not subject to review. Decisions include: deciding when to provide information on payment inquiries, and when to schedule priority payment date; determining procedures to follow when FAM is vague; determining correct coding; rejecting invoices that do not conform to FAM; determining methods of processing S4's such as batching S4's; and determining information to be provided in special reports requested from Committee of Finance, formatting and software package to be used. Random audits are conducted by Finance on a post-audit basis.

**B. Level C**

Financial loss occurs when outstanding employee travel advances are not collected. Corrective action includes authorizing such travel advances to be written off. These actions occur on a daily basis.

Financial loss occurs when vendors are overpaid for their invoice submissions. Corrective actions include auditing the invoices to ensure that the department is not charged for goods or services not received, correcting the expenditures so that vendors are issued cheques in the correct amount, on time to avoid interest charges and deciding to collect back any overpayments. Such decisions occur on a daily basis.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Listens to irate employees and vendors who have not received payment yet; calms clients/employees by explaining the rules and regulations set out in FAM & PS/GE Agreement, why the payment was delayed/changed, and when they can expect to receive payment. Explains rationale and authority for payments to auditors who are upset about a procedure or payment that the unit has been following or has made.

**B. Level B**

Drafts updates for the procedures manual on completion of S4's, general expense statements, coding and authority on purchase order requisitions.

**Level A**

Provides information on procedures for processing of revenue to Apprenticeship and Student Records revenue processors. These two branches are responsible for processing all of their own revenue, and this job provides information upon their request.

Provides information/support to co-workers regarding procedures, creating forms and data entry into computer programs used by the unit. Provides information on accounting policies and procedures, classification and terms of contracts to co-workers, Finance and auditors, other government employees and the public.

**Factor 4 - Responsibility For Work of Others (4)**

**Level 5**

Full responsibility for the work of 2 FTE's.

**Level 2**

Reviews the work of both departments' staff, who are responsible for coding invoices, by performing final audit on invoices before cheque is issued. Advises staff on corrections needed for their future reference. Ensures amount to be paid is correct, authority to pay the invoice, and the coding, payee and schedule date are correct before payment is processed. Authority to ensure corrections are made.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of wordprocessing, database and accounting software packages (e.g., dataEase, WordPerfect, e-mail, key entry III, AccPac, Windows, Excel) in order to enter, retrieve, and format data, and draft updates for the procedures manual.

**Level 2**

Knowledge of generally accepted accounting and auditing principles and practices is required in order to understand the impact of journal vouchers on the general ledger (revenue, expenditure and balancesheet), debits and credits, and accrual and cash accounting to prepare year end journal vouchers.

Knowledge is normally obtained through the completion

of accounting courses equivalent to 240 university hours.

**B. Level C**

Requires knowledge of government accounting policy and procedures manuals in order to ensure that authorized procedures are followed for revenue and expenditure transactions; Treasury Board Accounting and Reporting Policy Manual to ensure the departments' procedures conform to Treasury Board Policy; Customer Guide to Delegation to verify that purchases conform to the purchasing agency guidelines; Revenue code and object code manual to ensure appropriate revenue and expenditure codes are assigned; Revenue and Expenditure System Manual to verify procedures utilized to process revenue and expenditure transaction; PS/GE agreement to ensure S4's are processed within the provisions of the collective agreement; year end cut-off directive to determine expenses/revenue for appropriate years; and the departments' and Central Services organizational charts in order to know where to code expenditures.

Requires knowledge of American Express billing procedures, terms of payment and who to contact when there is a discrepancy; Uniglobe Action Travel billing procedures, how credits are issued e.g., GST charged in error and what to do if trip is cancelled and department is charged; other Branches, within the department's signing authority, authority to pay the bill, what programs are provided by what areas of the departments to ensure accurate coding (e.g., votes, subvotes); Finance's deadlines, format and priorities; and the type of service provided by a supplier and associated costs.

Requires knowledge of the Revenue and Expenditure Mainframe Computer System (RES) in order to enter and obtain data.

Requires knowledge of all programs (e.g., Apprenticeship, Curriculum, Student Financial Services) delivered by the two departments and Central Services to know where invoices should be sent for approval and to verify if invoices are appropriately coded.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 18 hours per week keyboarding to enter data onto RES, Excel, WordPerfect and Key Entry III. (3D)

On average, spends 15.5 hours per week using the calculator (6 hours) and writing (6 hours); and interacting with rude and impolite people. (2D)

On average, spends 2.5 hours per week exposed to ink when changing the toner in the photocopier and background noise when operating the photocopier, fax, printer and shredder. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 33.5 hours per week, calculating, documenting and keyboarding data; interacting with rude and impolite people; and crouching, kneeling and stooping to file. (2E)

On average, spends 2.5 hours per week, photocopying, faxing, walking for up to 10 minute durations to pick up reports/supplies/obtain signatures, and lifting up to 8 kgs. such as file boxes, file drawers, larger binders. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 20 hours per week, speed and accuracy of physical movement are required when using the calculator and keyboarding data to meet Committee of Finance, contract and Department of Finance deadlines. (3C)

On average, 4 hours per week, accuracy of physical movement is required when keyboarding. (2A)

On average, 12 hours per week, performs activities where neither speed nor accuracy is required. (1B)

**EP; CD #32**  
**Accounting Supervisor**  
**Finance and Administration**  
**Municipal Government**  
**Occupational Code: FACS**  
**Level 7**

**August 2015**

**Level 3**  
Problems include:

1. Lack of operating systems/processes when new programs are introduced into the department.
2. Department of Finance initiates changes in year-end procedures (e.g., accrual accounting, capital asset disclosure).
3. Finance and Administration receives reimbursement from another agency (federal or provincial) and the branch which entered into the agreement would like money refunded to vote.
4. Recalling existing standing advances.

**Main Purpose**

Responsible for supervising the processing of accounts receivable and payable from the general revenue fund, and for developing and implementing related accounting procedures.

Solutions are achieved by:

1. Reviewing program guidelines and mandate and determining how accrual accounting affects the program. Factors considered in analysis include: type of entitlements, type of payments required, timing of accruals, current government procedures, and generally accepted accounting principles. Preparing a report which supports decision on appropriate accounting system to implement, and discussing with the department of Finance and Provincial Auditor with respect to accounting procedures.
2. Examining and interpreting the changes and assessing the extent of implication by: reviewing existing programs in context of the new change, determining which items can or cannot be amortized; and discussing/resolving uncertain areas with the affected branch, Finance and Provincial Auditor. Determining who the branch stakeholders are (e.g., through the administrative officers, program manager, directors) and providing information through training to stakeholders; revising procedure manuals; writing documents with recommendations, and persuading managers to accept.
3. Researching policy information to determine if Finance authority is needed and to determine what Finance deems eligible to be refunded to vote; discussing alternatives with branch officials (e.g., which vote money can be refunded to); once agreement is reached preparing correspondence to have finances approved (by Finance).
4. Preparing spreadsheet and reports to determine if individuals meet the criteria for standing advances (as stated in the Financial Administration Manual); making recommendation to director.

**Primary Responsibilities**

Provides accounting guidance to all branches within the department as related to the general revenue fund, including interpretation of existing and new accounting policies.

Ensures compliance with financial policy and procedures by reviewing, monitoring and approving department financial transactions.

Reviews and/or develops accounting processes related to new programs within the department (e.g., Local Government Restructuring; Urban and Rural Revenue Sharing, Disaster Assistance Program, Infrastructure).

Develops and implements procedures to improve accounting processes.

Full responsibility for 6 FTE's.

Maintains the department's system of accounts, including year-end cut off procedures and compiles financial information for Public Accounts and Committee of Finance.

Accounts for revenue received by the department from a variety of sources, including cost sharing agreements with the Government of Canada and other outside agencies.

Develops and monitors the department's revenue budget; prepares quarterly forecast reports for Treasury Board.

**Factor 1 - Problem Solving (3)**

Problems relate to the collection and disbursement of funds.

**Factor 2 - Decision Making (4C)****A. Level 4**

Within guidelines and procedures established by Finance and Public Service Commission, decisions are made independently and are not reviewed. Decisions include: authorization of expenditures (e.g., contracts, Orders-in-Council, Boards and Committees); changing procedures related to accounts payable and receiving cash; deciding how to process contract payments, grant payments, and expenditures under short notice; determining what reports to produce for analysis and decision making purposes; deciding relevant information for collection and preparation of information for the revenue fiscal forecast; deciding how to present financial information for the annual report and for the Committee of Finance.

**B. Level C**

Financial loss to the government occurs when staff do not process department financial transactions correctly, or on time. Corrective decisions include correcting expenditures so that vendors are issued cheques to cover the remaining amount (e.g., contract payments, grant payments) or recovers lost funds due to over payment. These decisions occur on a daily basis.

**Factor 3 - Human Relations Skill (3B)****A. Level 3**

Negotiates with outside agencies/other departments on behalf of the Municipal Government (e.g. travel agency contract, writing off the forgivable portion of a loan).

**Level 2**

Calms vendors who are upset that payment for services has not been received. Investigates the situation and explains delay and status.

**Level 1**

Uses tact and diplomacy when following up with clients, by phone, on outstanding accounts or NSF cheques.

**B. Level B**

Provides training sessions to department staff to increase their knowledge of government procedures for coding invoices; updates Accounts Payable Training Manual as changes in procedure occur.

Responds to telephone enquiries and concerns from clients, vendors, directors, managers and other government agencies regarding payment procedures and

late payments; provides advice to other departments with respect to procedures to provide cash payments to aboriginal groups; provides advice on contents of contracts to directors and managers; drafts standard memos and letters to clients to notify of outstanding accounts or NSF cheques.

**Factor 4 - Responsibility for Work of Others (5)****Level 5**

Full responsibility for 6.0 FTE's.

**Factor 5 - Job Knowledge (3C)****A. Level 3**

Requires knowledge of accounting principles, practices and procedures (e.g., principles and techniques underlying the preparation of financial statements; the transaction cycle; balance sheets; theory and measurement of current and long term liabilities). This knowledge is required in order to develop, implement and monitor the revenue and expenditure processes and accounting procedures in relation to their program mandate within an accrual accounting environment.

Requires knowledge of computerized accounting systems and spreadsheets such as Lotus 123 and EXCEL in order to create customized financial reports and manipulate data for analysis.

**B. Level C**

Requires knowledge of government finance policy and procedures and Treasury Board accounting and reporting policies in order to provide direction and guidance with respect to reporting revenue and processing payments.

Requires knowledge of the programs delivered by the department with respect to general revenue (e.g., fees and charges, transfer payments) and expenditures so as to participate in the development of collections, payment and processing operations. Requires knowledge of the programs and finances of SaskHousing (e.g., Urban Native Housing Program, Home Improvement Loan Program) with respect to payment provisions (e.g., cost-sharing agreements) so as to differentiate between Departmental and Corporation finances.

**Factor 6 - Working Conditions**



**Overall Rating - 1A**

On average, spends 30 hours per week keyboarding to create/produce financial reports. (3E)

On average, spends 2 hours per week interacting with rude or impolite people when collecting outstanding accounts. (2A)

On average, spends 1 hour a week in contact with office chemicals and noise from operating office equipment (e.g., photocopier). (1A)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, spends 36 hours per week reviewing and producing financial reports, (expenditure and revenue), approving transactions, planning, reviewing, and modifying accounting procedures, revising manuals, interpreting and explaining financial processes and policies, attending meetings with department officials, and clarifying requirements with Finance. (2E)

**Factor 8 - Coordination**

**Overall Rating - 4A**

Both speed and accuracy of physical movement are required for 6 hours per week when producing reports with short deadlines for the Minister's Office, Committee of Finance. (3A)

Accuracy of physical movement is a major consideration, for 24 hours per week keyboarding to access data on information network (word process and update data on system). (2D)

Neither speed nor accuracy of physical movement is a major consideration the remaining 6 hours per week (e.g., attending meetings, reviewing financial documents). (1A)

**EP; CD #34**  
**Accountant**  
**Teachers' Superannuation Commission**  
**Education**  
**Occupational Code: FATW**  
**Level 9**

**December 2009**

**Main Purpose**

Responsible for the financial and accounting functions of the Teachers' Superannuation Commission (TSC), and the administration of the Teachers' insurance, dental, and superannuation plans.

**Primary Responsibilities**

Develops the Statements of Net Assets Available for Benefits, Statement of Changes in Net Assets Available for Benefits, and Notes to the Financial Statements of the Teachers' Superannuation Fund and Voluntary Contributions Fund.

Develops budgets, fiscal forecasts and financial reports for the TSC Administration, Pension, Dental and Insurance programs.

Explains and interprets superannuation, dental, and insurance programs, federal benefit plans, income tax provisions, and reciprocal transfer agreements with other superannuation plans, to teachers and associates.

Develops policies and procedures for managing a pension investment portfolio.

Develops and implements policies and procedures to improve accounting/administrative processes, and negotiates contracts with insurance companies.

Responsible for the work of staff in the Dental, Insurance, Investment, and Accounts Payable sections of the TSC.

**Factor 1 - Problem Solving (4)**

Problems relate to budgeting, and the administration of benefit programs.

**Level 4**

Problems typically include:

1. Changing financial requirements of the Teachers' Superannuation Plan (TSP) in current and future years.
2. Teachers with unique sets of pensionable service

[e.g., teachers have worked in various provinces, jurisdictions (e.g., federal) and under various pension plans] who have requested information and options regarding their eligibility for benefits.

3. Changes in accounting standards for reporting investments (e.g., at market value rather than amortized cost).
4. Outdated administrative and accounting procedures due to legislative changes (e.g., introducing the Teachers' Voluntary Contribution Fund, and changing the interest credited to teachers' pension accounts from a straight 7% to Fund's investment earnings rate).

Solutions are achieved by:

1. Examining and evaluating historical and anticipated events to determine assumptions in establishing program budget requirements for upcoming year and for 10 - 20 years in the future (considering anticipated salary and contribution rate increases, future Plan changes, retirement incentives provided by school boards, rate of deaths, changes to federal government benefit payments), determining how these factors impact the amount and timing of pension monies required in the fiscal period.
2. Interpreting and applying TSC Act, Regulations, policies, reciprocal agreements and federal income tax requirements and restrictions; determining eligibility for purchases of service; calculating costs of purchasing service for each eligible year; determining if payments may be made with cash or RRSP funds; providing options and associated costs to the teacher; analyzing the teacher's file for teaching experience; questioning the teacher for more information such as future career plans, other work experiences, and details of gaps in service.
3. Reviewing availability of market values for each investment, alternate methods of accounting and adjusting for changes in income, impact on budgeting process; investigating various methods of implementing the change; developing a set of routines and accounting entries; recommending a method of adjusting for changes in recording accounting income; and restating previous year's financial statements to reflect changes in investment accounting policies.
4. Examining and interpreting the legislative changes, assessing the extent and implications of the changes, determining if current staffing levels are sufficient to perform the requirements of the changes, determining what changes are required in financial statements reporting, writing an administrative procedure manual or revising a current manual to reflect the changes, considering

and ensuring that all processes are acceptable according to the internal government standards (e.g., setting up bank accounts, establishing signing authority, etc.), ensuring internal controls are in place.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Makes independent decisions within accounting standards, pension and income tax legislation, transfer agreements, policies and procedures, the majority are not reviewed. Decisions include: making changes in the presentation of financial statements, and accounting and reporting procedures, to meet amendments to professional accounting standards/guidelines and legislative changes; making changes to accounting administrative procedures (e.g., eliminating manual maintenance of investment accounts and replacing it with externally produced reconciliation records, and the procedure that allows for a single cheque and attachment to be issued rather than multiple cheques to the same payee); determining the amount of Requests For Payment, which include government pension contributions and additional funding for the operation of the TSP; how to account for new types of investment purchases (e.g., Real Return Bonds) which determines the amount of revenue recognized in financial statements. Decisions outside of standards, policies and legislation (e.g., increasing the scope of an existing program, new policies or procedures resulting from legislative or collective agreement changes) are subject to review by the Executive Director of the TSC before being made.

#### **B. Level C**

Financial loss to the pension plan occurs when accounting control mechanisms, computer systems and work flow processes do not exist or contain adequate checks and balances (e.g., pension being collected by a non-existent or ineligible teacher). Corrective decisions involve selection/rejection, development and implementation of accounting control mechanisms, computer systems and modifications, and work flow processes to remove loop-holes (monthly).

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Negotiates written agreements with: insurance companies, for underwriting rates, adjudication and administration fees for benefit plans; and investment managers and custodians, to determine services provided and fees; and other pension plans' administrators for transfer agreements. Explains TSC service requirements and interests, and convinces the above parties to meet them at a reasonable cost. Negotiates the format and information to be provided in the Financial Statements/Notes, and in the remarks in the management letter, with staff of the Provincial Auditor. Defends TSC's actions/decisions before the Provincial Auditor if questioned or cited for errors or omissions in public accounts. Persuades department and Finance budget analysts for additional funding to meet shortfalls.

Calms individuals (e.g., teachers complaining about long turnaround times for dental claims, angry superannuates learning that their pension is reduced at age 65) by demonstrating patience, tact, and empathy while questioning the client regarding the details of their situation, and explaining relevant policies, procedures and legislation.

#### **B. Level C**

Informs and discusses investment policies, and long and short term goals of the TSP with prospective investment managers in order to determine their potential effectiveness/success. Requires understanding of various investment manager's philosophy and management style (e.g., passive vs. active management), position on emerging markets, use of hedging, performance measurement and determination of asset mix.

Presents information sessions providing interpretation of income tax provisions related to pension plans (such as which purchases require the certification of a Past Service Pension Adjustment (PSPA), which payments can be made through RRSP vs. cash, factors used in determining Revenue Canada maximum on voluntary contributions and maximum pensions, processes required to ensure that statutory limitations on investment holdings are not exceeded), responds to inquiries concerning implications of income tax legislation on an individual teacher's pension income, and income tax implications on the TSP benefits to groups within TSC, who report to a different supervisor, to ensure that correct information is provided to

teachers, superannuates and their financial consultants.

Presents information sessions regarding purchase, refund and transfer of service provisions, income tax provisions/implications, portability of pension plan funds, impact on changes to Federal benefits (e.g., the Senior's Benefit, including tax effects), and methods in determining investment earnings to Sask. Teachers' Federation (STF) councillors and Department of Education management. Knowledge is transferred to ensure that correct information is provided to teachers and Ministers' constituents.

Delivers presentations regarding funding requirements and to interpret the implications of changes in legislated funding methods to Finance, Budget and Treasury Analysts, Department of Education management.

Communicates, verbally and in writing, with auditors from the Provincial Auditor's office to advise and provide interpretation of the Plan provisions, to discuss: reasons for using certain accounting methods - smoothing of realized gains/losses and unrealized market adjustments, reconciliations of Funding vs. Accounting methods in determining the unfunded liability of the Plan, cash flow analysis, risk management, compliance issues, benchmark returns, offside benefits.

#### **Level A**

Informs and counsels individual teachers regarding pensionable service purchase and refund provisions and calculations; pension benefits; portability between other pension plans; income tax implications of purchases, refunds, and benefits; and dental and insurance provisions. Knowledge is transferred to ensure teachers make informed financial/retirement decisions.

### **Factor 4 - Responsibility For Work Of Others (4)**

#### **Level 4**

Has full responsibility for 2.15 full time equivalents.

### **Factor 5 - Job Knowledge (5D)**

#### **A. Level 5**

Requires knowledge of accepted financial accounting and auditing principles and procedures (e.g., what and how information should be disclosed in financial statements; performing year-end reversing and closing

journal entries, setting up accruals for assets, revenue, expenses in the general ledger; investment valuation from cost to market) in order to complete financial statements, perform budget analysis, fiscal forecasting and oversee daily accounting functions for the TSC (e.g., accounts payable, accounts receivable, account reconciliation, general ledger journal entries, maintenance of audit trails, segregation of duties, bank reconciliation, etc.).

Requires knowledge of investment classifications and terminology (e.g., floating rate bonds, convertibles, benchmark, passive portfolio management, security derivative, pooled/segregated funds, warrants, securities lending, etc.); and investment accounting procedures and controls in order to comply with federal foreign content restrictions, provincial restrictions on types and amounts of investments, choose an investment manager/custodian, describe investment activity in the TSC Annual Report, monitor investment proposals, etc.

This knowledge is normally obtained through a 4 year university degree in Administration or Commerce with an accounting specialization.

Knowledge of dental and life insurance is required to review and recommend suitable plans offered by private insurers. Requires knowledge of federal pension and disability programs (e.g., new seniors' benefit to replace Old Age Security) to ensure coordination of TSC benefit plans with those plans, and provide information to teachers. Knowledge of actuarial techniques (e.g., Funding Method, Accounting Method) is required to determine appropriate methods of valuation of Teachers' Superannuation Plan assets to establish funding requirements and verify the validity of the assumptions used. This knowledge is normally obtained, respectively, through the "Principles of Life, Health and Other Group Benefit Programs" and the "Government Sponsored Benefit Programs" and the "Benefits Accounting and Finance" courses within the Certified Employee Benefits Specialist (CEBS) program.

#### **B. Level D**

Requires knowledge of the TSC's dental, life insurance and superannuation programs and initiatives in order to develop administrative policies and procedures, advise teachers/superannuates and their financial consultants, complete financial statements, determine and evaluate funding needs, and assist actuaries in the development of reports for the TSP (e.g., projections of pension payroll).

Requires knowledge of government budgeting and forecasting procedures, accounts payable processing, and purchasing and printing procedures to report budget requirements/forecasts in order to verify that invoices have been coded and processed, report year-end accruals, ensure printing meets the Visual Identity standards, and ensure that purchases (e.g., computer hardware and software) are according to Purchasing Agency requirements.

Requires knowledge of income tax rules and requirements for pension plan registration, to inform teachers of income tax implications of purchases of service, refunds and benefits, and to account for pension investment revenue. Requires knowledge of benefit program initiatives (e.g., changes in eligibility requirements for retirement, methods of benefit payment, dental insurance benefit levels and coverage, etc.) to calculate cost and eligibility implications.

Requires knowledge of TSC investment policy, federal and provincial restrictions on investments, groups and amounts to be invested, to ensure compliance by private fund managers, to avoid de-registration of the TSP, and for income measurement (e.g., determining how interest, realized and/or unrealized gains and losses, and valuing of assets are used to determine an interest rate for allocating interest growth to teachers' accounts).

Requires knowledge of portability and eligibility requirements within reciprocal fund transfer agreements with other pension plans. Knowledge is applied to transfer the pension funds of individual teachers between the Teacher's Superannuation Plan and other pension plans.

Requires knowledge of computer software packages [e.g., Pentax (customized pension calculation software), Excel, Microsoft Query, Wordperfect, ACCPAC Plus, DOS] to: type/enter, format, and obtain data, and create spreadsheets.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 2A**

On average, spends 23 hours per week involve repetitive motions such as keyboarding data and using the calculator to create and modify spreadsheets for budget, annual report, financial statements and T4's; entering

and querying data from pension software package, typing letters, and posting to general ledger. (3E)

On average, spends 9 hours per week, interacting with rude/impolite teachers who have telephoned to vent their frustrations with the cost of certain purchases or are being denied eligibility for making certain purchases and reductions in pension payment (1 hour), working under deadline pressures to complete budget requests and complete calculations while teachers are in the office waiting for responses (8 hours). (2C)

On average, spends 4 hours per week exposed to dust and dirty files in the search for teacher files and old records, photocopying and filing. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, spends 32 hours per week, completing and reading accounting statements, entering data, and typing letters, reading accounting regulations and guidelines, reviewing financial performance and plans of investment managers, explaining administrative processes and charges to teachers, and other staff of the TSC. (2E)

On average, spends 4 hours per week, photocopying and faxing documents, relaying factual information to staff and teachers, sitting, standing and walking. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

For 8 hours per week, speed and accuracy of physical movement are of major consideration when calculating pensions and querying/entering data to meet deadline pressures such as budget requests and teacher requests who are waiting in the office. (3B)

For 16 hours per week, accuracy of physical movement is of major consideration while typing correspondence and keying budget/financial information into a computer or calculator, and filing teachers' files. (2B)

For 6 hours per week, neither accuracy nor speed of physical movement is a major consideration. (1A)

EP; CD #35  
Manager, Accounting Unit  
Administrative Services Branch  
Justice  
Occupational Code: FATS  
Level 9

August 2015

**Main Purpose**

Responsible for processing the department's revenues and expenditures while ensuring the accuracy of financial statements and reports.

**Primary Responsibilities**

Maintains the department's systems of accounts which includes coordinating the year-end cut-off procedures including the revolving funds and the Victims' Fund.

Reviews financial statements and reports for the department to ensure that all required processes and procedures are completed and that presentation formats are correct.

Initiates new accounting procedures and practices to improve the unit's/ department's efficiency in relation to new legislative requirements and government reorganization.

Ensures compliance with internal control procedures both within the Accounting Unit and department-wide through the review, monitoring, and approval of banking documentation, monthly reconciliation's, and financial summaries.

Provides accounting expertise in the application and interpretation of existing and new administrative and accounting policies and their implications to all levels of the organization.

Responsible for the utilization of the unit's material, financial and human resources through the establishment of short and longer term strategies and goals, budgeting within financial constraints, forecasting future expenditures, and training and coaching staff in the performance of their duties.

**Factor 1 - Problem Solving (4)**

Problems relate to the controlling and processing of the financial transactions for the department's assets, liabilities, revenues, and expenditures and to the forecasting and budgeting for the Accounting Unit.

**Level 4**

Problems include:

1. Year-end cut-off procedures are changed by the Comptroller's office.
2. Inaccurate forecasting compromises department's position to deliver on its various mandates (e.g., Courts, Law Enforcement, Corrections, Registry and other legal services).

Solutions are achieved by:

1. Reviewing all reference materials provided; identifying all changes from the previous year's procedures; assessing their impact on the department's current financial practices and methods of operation ensuring compliance with the Financial Administrative (F.A.) Manual; and writing detailed instructions for distribution to all departmental staff involved in the year-end process.
2. Analyzing and verifying the validity of assumptions used in initial estimates, collecting and analyzing data (financial and statistical reports, branch submissions, previous year's records, finance directives) that may have had a contributory impact. Investigating all potential sources for additional monies and devising in conjunction with departmental management the options for corrective action.

**Level 3**

Problems include:

1. Achievement of unit's objectives is jeopardised by severe fiscal restraint.
2. Delinquent accounts receivable.

Solutions are achieved by:

1. Reviewing budgeted resource allocations (e.g., staffing levels, increment dates, committed and proposed purchases) for potential realignment; investigating all potential sources of additional revenue; and revising budgetary expenditures according to new priorities.
2. Reviewing aged accounts receivable listings to identify delinquencies; discussing with departmental staff the specific circumstances regarding the receivable; analyzing and assessing the options available for collection including right to offset provisions; and either invoking collections proceedings or directing that an account be written off.

**Factor 2 - Decision Making (5C)**

**Level 5**

Assigned authority includes developing formal written policies (e.g. policies related to Strategic Planning and Fiscal and Capital Planning that the Divisions/branches must abide by when developing forecasts and budgets) that sets the standard for future use by others. Monitors policies related to accrual based reporting requirements with authority to modify them as needed.

**Level 4**

Makes decisions that are accepted without review within established policies. Decisions include: determining the resources of the Accounting Unit (material, financial, and human), the determination of internal work flow processes and selection of the methods for the preparation and presentation of working papers and reports (Aboriginal Initiatives Activity, employee leave entitlement, unearned revenue, aged accounts receivable including write-off identification.) Interprets F.A. Manual regarding matters such as payment of expenses, recording of revenue and accepting/rejecting contracts for supplies and/or services.

**B. Level C**

Financial loss occurs through the submission of invoices containing charges for goods or services not received and inaccurate or inadequate accounting controls or work processes in the department. Corrective decisions include: the selection/rejection of new or revised accounting control mechanisms; the review and selection/rejection of proposed computer modifications; the selection, development, and implementation of departmental accounting work flow processes; and the negotiation of payment or repayment schedules for receivables (bi-weekly).

**Factor 3 - Human Relations Skill (3C)**

**A. Level 3**

Negotiates the terms and conditions of contracts with data entry suppliers for the provision of services. Negotiates with suppliers regarding the payment or withholding of payment for goods and services provided to the Department. This requires calming the parties where payment is withheld or dispute over goods/services has arisen and providing explanation of standards and procedures required. Required to defend the Department's actions/positions before the Provincial Auditor when same have been called into question or the Department has been cited for errors or omissions in public accounts.

**B. Level C**

As Manager of the department's accounting unit provides advice, direction and expertise (department wide) on new and existing administrative accounting policies and procedures. New initiatives are often the result of legislative changes or internal controls. Information regarding financial administrative changes (e.g., accrual accounting, delegated payment authority) must be transferred to employees, managers and directors throughout the department. Recipients may challenge the necessity of these changes and be reluctant to apply new/additional financial reporting requirements imposed upon them. There is a requirement that the recipient fully comprehend the information in a manner that allows them to implement the desired change.

**Factor 4 - Responsibility for Work of Others (4A)**

Full responsibility for 2 full time equivalents.

**Factor 5 - Job Knowledge (5D)**

**A. Level 5**

Requires knowledge of financial accounting and auditing principles and standards (e.g., what and how information should be disclosed in financial statements and reports; year-end reversing and closing journal entries; accrual accounting; setting up general ledger accruals for assets, revenue, expenditures) in order to perform budget analysis, fiscal forecasting, and management of the daily accounting functions of the Department and Boards serviced; and knowledge of financial management practices (internal controls, records maintenance, reposting methods) and the establishment and operation of revolving and special purpose funds.

This knowledge is normally obtained through the completion of a university degree in Administration or Commerce with a specialization in accounting.

**B. Level D**

Requires knowledge of the policies and regulations governing the recording and reporting of revenues and expenditures within the provincial government and the practices, processes, and procedures (R.E.S., F.A.M., Finance directives and guidelines) used for specific accounting transactions. Requires knowledge of all financial accounting aspects of departmental programs (fines, fees, restitution, judgements, licensing, and bonding). This knowledge is applied to ensure the accounting of all departmental financial transactions and in the development of modifications to departmental accounting control systems.

Requires knowledge of the computerised financial systems utilised in government as well as a variety of software applications (Word Perfect, ACCPAC, Bedford, Excel).

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends 25 hours per week keyboarding while using a personal computer to input, format, and extract data. (3E)

On average, spends 4 hours a week exposed to deadline pressure resulting from interruptions by co-workers and clients. (2B)

On average, spends 7 hours a week exposed to background noise less than 85 decibels and driving in good conditions. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 32 hours per week keyboarding, completing and reading statements, reviewing financial documentation (receivables, payables, special invoicing), regulations, guidelines, and procedures and driving. (2E)

On average, spends 4 hours per week lifting (less than 8 kgs.), photocopying, providing general information, and intermittent walking. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, spends 25 hours per week where accuracy of physical movement is the major consideration while keying financial information and using a calculator. (2D)

On average, 11 hours per week neither accuracy nor speed of physical movement is a consideration. (1C)



**EP; CD #36**  
**Senior Auditor**  
**Comptroller's Division**  
**Finance**  
**Occupational Code: FAUW**  
**Level 10**

**August 2015**

**Main Purpose**

Audits government programs for adequate financial controls and management practices. Recommends and monitors changes to financial systems and/or management processes.

**Primary Responsibilities**

Completes a risk assessment and establishes audit objectives outlining reasons to audit or exclude programs within a Vote.

Designs and conducts system tests and procedures to evaluate program operations.

Develops, recommends and implements an audit plan to assess management and administrative processes as well as the existence of financial controls.

Drafts audit report based on audit findings from the Provincial Comptroller to the audited department's Deputy Minister recommending changes negotiated with program management.

Reviews and interprets legislation; Treasury Board and government policies; and department or program policies and procedures to gain understanding of the program's operations.

Creates new audit program standards for use by other auditors in the branch.

**Factor 1 - Problem Solving (5)**

Problems relate to identifying and auditing government programs, measuring program success and ensuring management and control deficiencies are identified and corrected.

**Level 5**

Problems include:

1. Inadequate management processes for measuring whether program objectives are being achieved.
2. Program managers unwilling to implement change in order to correct a deficiency.

Solutions are achieved by:

1. Examining the monitoring and reporting systems in place; discussing long-term and short-term program goals, objectives and activities with program management; and reviewing legislative requirements, contractual agreements, annual reports, consultant reports, internal documentation as well as managerial policies and procedures to assess management efforts to measure the effectiveness of program delivery. If the process is found to be deficient, assessing the impact of the deficiency and developing recommendations based on a review of the above information/documentation. For example, undertaking a capital project to upgrade facilities without clear criteria concerning the level and condition of those facilities. Recommending to program management to clarify the goals, objectives and purpose of the program and develop a project assessment criteria to match the objectives.
2. Anticipating client objections to recommended solutions to alleviate the deficiencies by: testing the situation to ensure the problem exists and the audit evidence is compelling; researching the problem(s) to identify solution(s) by reviewing program requirements (legislative as well as departmental/program policies and procedures) and/or Treasury Board policies; and determining the short-term and long-term impact of not implementing the change.

**Level 4**

Problems include:

1. Selecting high risk programs to audit.
2. Developing tests to determine if measures exist within programs to reduce the risk of financial loss to the province.

Solutions are achieved by:

1. Completing a risk assessment (e.g., danger for loss of revenue, potential for fraud) for each program within a Vote by ranking quality of internal control; nature of revenues or expenses; magnitude of revenues or expenses; asset liquidity; complexity of operations; management ability/impact of administration division (subjective assessment of the experience or competence of program management and the administrative division's influence); significant changes in systems, processes, or procedures; management interest; and prior audit issues. Examines each of the criteria in

order to weight and total the risk assessment results and decide which programs to audit.

2. Assessing potential risk (e.g., loss of revenue, over-expenditure of government funds) through analysis of program operations and financial/management practices. Defining information required to support key controls for the program and developing methodology to obtain sufficient information.

## **Factor 2 - Decision Making (5D)**

### **A. Level 5**

Creates new audit program standards for future use by other auditors in the Internal Audit Branch, but does not have the authority to implement. For example, determines: the key factors each auditor must use to evaluate program effectiveness for the Management Control Evaluation Guides; the risk areas each auditor must examine and the key controls each auditor must evaluate in each risk area for the Internal Control Evaluation Guides.

### **Level 4**

Makes decisions within policies or regulations which are accepted without review such as: designing, implementing and modifying the audit program; establishing audit procedures and, when required, directing supplementary testing; determining the priority of the workload and timing of audit steps; developing and negotiating recommendations to solve problems related to control issues.

### **B. Level D**

Financial loss to government exists when there are inadequate controls over provincial revenues, the disbursement of public monies and funding for capital projects. Corrective decisions are made on a weekly basis and include: defining audit/ evaluation criteria and directing department to adhere to established financial control procedures.

## **Factor 3 - Human Relations Skill (3C)**

### **A. Level 3**

Negotiates terms with the audited department for implementation of the recommendations in the audit report ensuring management understands the issues and implications of not implementing changes. Conflict occurs in arriving at agreement on what the problems are, what the changes should be and how they should be worded in the report. The goal is to achieve agreement prior to writing the Provincial Comptroller's report.

Explains to the audited department's management, the process and reasons for the audit and obtains detailed information for use in completing the risk assessment. Listening, understanding and clarification skills are utilized to gain a mutual understanding and acceptance for the role of the Provincial Comptroller.

### **B. Level C**

Provides program management with assessments of their effectiveness in developing, monitoring and achieving program objectives. Based on effectiveness, efficiency and economy management theories, leads program managers (using question/answer format) in recognizing they must state a purpose for their program (or clarify existing one) in order to measure its effectiveness. Each objective must be realistic, measurable and provide direction to program staff. Once objectives are defined, the efficiency and economy of a program becomes measurable and management practices can be evaluated. Drafts a written assessment in the Audit Report for the department's Deputy Minister.

### **Level B**

Provides program management with verbal and written assessments of the financial controls that have been implemented or need to be implemented to ensure control exists over government assets, expenditures and revenue.

## **Factor 4 - Responsibility for Work of Others (2)**

### **Level 2**

Ensures that revenue/expenditures which are received/paid by Provincial Government Departments are in accordance with legislation, contracts and Financial Administration Manual policies and procedures. If errors in procedures and/or received/paid amounts are found, has the authority to direct program management to make the necessary process changes to collect/recover funds. Follow-up is done to ensure that any changes to legislation, policies and procedures, and collections/recoveries identified have been processed.

## **Factor 5 - Job Knowledge (6E)**

### **A. Level 6**

Requires knowledge of management practices (decision making process, communication, problem solving concepts, leadership, conflict management) to aid managers in the evaluation and improvement of operational effectiveness; financial and accounting

principles (comprehensive auditing techniques, Generally Accepted Accounting Principles) to apply, understand, and recommend accounting and control standards to clients; Generally Accepted Auditing Standards to develop and guide the audit work plan; and statistical theory to ensure integrity of audit results and data evaluation. Requires knowledge of new and emerging concepts and techniques in auditing including Business Process Re-engineering (fundamental rethinking and radical redesign of business processes), Risk Management (assessment and mitigation of threats to entity), and the Canadian Comprehensive Auditing Foundation's effectiveness framework developed as an audit guideline for effectiveness review.

Typically this knowledge is obtained through a Bachelor's Degree in Commerce, or Business Administration and 2 years of post-degree study and examination resulting in acquiring full accredited membership in a recognized accounting society. This knowledge is applied in conducting research for audits and other assignments or to assess the validity and significance of information encountered and develop alternative courses of action as well as to prepare reports and present and explain audit findings to senior management (audited department and Finance).

### **Level 3**

Requires knowledge of wordprocessing (Word Perfect), spreadsheet (Excel), and Flowcharting (P&P) applications to create and produce audit documents, worksheets, exhibits, to manipulate and analyze data and to produce reports.

Requires knowledge of the computer operating systems (DOS, Windows), maintenance and troubleshooting of portable computers and their peripheral devices.

### **B. Level E**

Requires knowledge of all government departments' legislation, administrative policies and practices as well as each program within a department and its legislation, policies and practices. Knowledge of government organization and operations and legislation, budgeting and accountability practices and Treasury Board Accounting and Reporting policy is also required. This knowledge is used to complete a risk assessment of every government department and its programs to identify those that possess the greatest potential exposure to risk as well as to classify and rank potential audit candidates. This knowledge is also used to design and conduct audit tests which verify compliance of management to established terms and conditions of policies, procedures and legislation.

Requires knowledge of the Revenue and Expenditure System (RES) for knowledge on what financial information is available and how to access it.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends 26 hours per week performing repetitive movements (i.e. operation of a computer keyboard). (3E)

On average, spends 3 hours per week interacting with uncooperative and impolite clients while conducting audits away from headquarters. (2B)

On average, spends .5 hours per week driving to audit worksites. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 33 hours per week conducting audit tests and analysis, writing working papers and reports and interacting with uncooperative and impolite clients when trying to obtain information. (2E)

On average, spends 3 hours per week work sitting while driving to audit work sites, walking (e.g., to audit site or to retrieve files) and carrying a Notebook PC and briefcase (up to 5 kg.). (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

On average, 30.5 hours per week accuracy of physical movement is a major consideration when entering and manipulating data into the PC, writing reports, accessing files etc. and when driving to the audit work site. (2E)

On average, 5.5 hours per week neither speed nor accuracy of physical movement is a major consideration. (1A)

**EP; CD #37**  
**Senior Business Auditor**  
**Audit Branch**  
**Department of Finance**  
**Occupational Code: FTAW**  
**Level 11**

**August 2015**

**Main Purpose**

Plans, conducts and leads provincial and inter-provincial audits of large corporations, retailers, major manufacturers, crown corporations, oil producers and servicing firms.

**Primary Responsibilities**

Plans and conducts audits of large provincial and inter-provincial businesses under tax Programs administered by the Department of Finance.

Responsible for the work of three auditors as well as others assigned on an audit-by-audit basis.

Provides explanations to the taxpayer prior to beginning the audit to gain concurrence and again upon completion of the audit to gain acceptance of the audit findings and assessment.

Selects and assigns files for audits and organizes in-province and out-of-province field trips.

Provides computer technical support and training for the Field Audit Unit and coordinates all computer updates including manual revisions and templates.

Provides classroom instruction for new auditors on the tax auditing requirements of the Province as well as updates for existing auditors on changes to tax legislation.

Participates in the development, evaluation, coordination and implementation of audit procedures for new or existing areas within various statutes and programs.

**Factor 1 - Problem Solving (5)**

Problems relate to planning and conducting audits and assessing tax liability.

**Level 5**

Problems include:

1. Determining files to audit within the audit zone in order to meet the required number of audit visits for

the year.

2. Making the best use of audit time when planning and leading out-of-province field trips.

Solutions are achieved by:

1. Determining what areas of the province require audit coverage during the fiscal year by looking at the number of vendors/consumers in each area and developing a yearly cycle or three to six year cycle depending on the priority files in each of the areas and balancing in-province audits to ensure no one industry is audited more than another.  
Determining how many audits must be completed during the year to meet budget goals. Reviewing the information available from the Revenue Division audit selection system on high revenue industries and other lead information such as newspapers, taxpayer complaints, GST, income tax, Energy and Mines and from previous audit files to select businesses to audit. Also consideration must be given to using the available audit hours so that large, time consuming audits can be completed and still meet the required number of audit visits for the year.
2. Determining the revenue potential for the audit trip by reviewing lead information in files and deciding which companies may have problems and therefore should be looked at. Deciding if the audits can be performed at headquarters rather than travelling to the taxpayer's out-of-province head office by: reviewing lead information (e.g., newspaper clippings, information on company obtained from other units in the Division, desk audit records); requesting records from the company to review determining if tax is being remitted and if the amount coincides with capital purchases, sales, etc.; determining if the company is high risk (e.g., in the oil industry, sub-contracting with multiple companies); estimating the revenue gain from conducting an on-site audit in order to achieve the best revenue per hour of audit. Matching auditors with audits to efficiently utilize resources, skills and knowledge. Becoming familiar with the industries being audited by researching their industry in order to act as a resource for the auditors on the trip and to review the audits upon completion.

**Level 4**

Problems include:

1. Determining assessment amounts with little or no information.
2. Conducting audits on businesses in specialized industries.

Solutions are achieved by:

1. Looking for summaries of information that may be available anywhere within the accounting records and determining ratios of taxable amounts; examining a sampling of records and extrapolating an estimated audit amount; obtaining records of purchases from taxpayer's supplier(s); if available, requesting information from branch offices and/or determining an estimated tax owing through discussions with the taxpayer.
2. Locating background information to review situations that may be encountered in certain industries (e.g., attending trade shows or conferences put on by the industry; interviewing technical people in the company; acquiring information from policy bulletins and rulings). Compiling the information and technical documents for use when auditing the industry in the future. For example, in the oil industry, equipment used in the drilling process is not taxable in some instances and is in others (e.g., a vacuum truck is not taxable when used to inject fluid down a well and is taxable when used to dispose of wastes). The auditor must be knowledgeable of all the types of equipment used in this industry in order to assess the company's tax liability.

### **Factor 2 - Decision Making (4D)**

#### **A. Level 4**

Decisions that are within policies or regulations are accepted without review such as: determining the scope of an audit and what testing procedures to use; interpreting legislation, regulations and policies relevant to the industry to determine how items should be taxed in an audit; providing direction to taxpayers on how the legislation affects their business; finalizing audit assessments for presentation to the taxpayer; and selecting the files to be audited.

#### **B. Level D**

Financial loss to government occurs through non-payment of taxes by large national and multi-national companies. Corrective decisions involve levying tax assessments, penalties and outstanding interest amounts. Financial loss to the same taxpayer occurs through non-awareness of tax exemptions and overpayment. Corrective decisions involve approval of exemption amounts. These decisions occur on a daily basis.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Represents the department when a taxpayer does not agree with the assessment levied by another auditor. Calms the taxpayer then listens to or requests evidence that the assessment is incorrect. Reviews the evidence/probes auditor for additional information and either alters or supports the original assessment and explains the decision to the taxpayer. Diplomacy is required to spare the taxpayer embarrassment when the assessment is being maintained or to preserve the reputation of the auditor (and therefore, the province) when the assessment is changed.

Calms the taxpayer when conflict occurs over the amount assessed and persuades the taxpayer to accept the audit findings by explaining the legal obligation of the taxpayer and how the legislation applies to their business. Persuades taxpayers or the taxpayer's representatives (accountants, lawyers, controllers, etc.) to provide records required for examination during the audit.

#### **B. Level C**

Analyzes audit working papers and writes an audit report detailing the background, purpose, corporate structure of the tax payer, the procedures and steps followed in conducting the audit and outlining areas of disagreement, tax assessment, payment arrangements and future audit requirements. The report is put on the office file and referred to by other auditors and revenue collectors.

#### **Level B**

Develops and delivers computer training sessions to branch staff which includes developing manuals for the users. Delivers training sessions to Federal Government employees explaining Provincial tax legislation and taxing procedures in order to help them identify errors regarding Provincial taxes while they are conducting Federal audits. Also provides formal presentations to businesses to provide information and interpretation of the various tax programs and Regulations. After an audit is completed, writes an Instruction Notice for the taxpayer summarizing the requirements needed in order to fulfil their obligations under provincial revenue programs.

**Factor 4 - Responsibility for Work of Others (5)****Level 5**

Full responsibility for three F.T.E.'s.

**Level 3**

Shared responsibility for auditors assigned on an audit-by-audit basis which includes assigning, distributing, organizing, coordinating and prioritizing work and monitoring the achievement of goals or objectives and ensuring quality and quantity standards are met.

variety of businesses within industries such as telecommunications and broadcasting, publishing, oil, construction, manufacturing, rental, retail and service and related policy requirements (e.g., The Direct Agency Tax Remission requirements, criteria to distinguish Maintenance Contracts from Warranties provisions, Order in Council 1436/67 [special remission of tax granted to the oil industry]) in order to interpret and determine tax status for items not specifically listed in legislation and apply tax legislation and policy rulings when planning, conducting, leading and checking audits.

**Factor 5 - Job Knowledge (6E)****A. Level 6**

Requires knowledge of accounting practices and methods including Generally Accepted Accounting Principles, cost accounting methods and financial accounting methods in order to understand various types of accounting records and systems, to analyze notes to financial statements and accounting policies as well as to analyze cost accounting records in order to calculate the manufactured cost of items for the taxpayer's own use. A knowledge of auditing techniques and methods is also required to plan and conduct audits of large corporations and prepare supporting working papers and final reports. Knowledge of accounting information systems is required to understand taxpayers' computer systems in order to access information, request specific download information, and perform system audits. Requires knowledge of income tax legislation and the differences between accounting income and taxable income, quantitative and statistical theory and methods of sampling to ensure integrity of audit results and data evaluation, and economic theories to understand the financial position and workings of an organization. Such theories, principles and techniques are obtained by completing the course of studies, and/or articling requirements and comprehensive examination of a recognized accounting society. The knowledge is applied in conducting large audits and preparing reports for presentation to taxpayers and senior management of the Finance Audit Branch, and to lead auditors within the Audit Branch.

Typically this knowledge is obtained through a Bachelor's Degree in Commerce, or Business Administration and 2 years of post-degree study and examination resulting in acquiring full accredited membership in a recognized accounting society

**B. Level E**

Requires knowledge of Revenue Division policies and procedures as well as technical knowledge of a wide

Requires knowledge of provincial revenue programs which includes those related to the Education and Health Tax, the Liquor Consumption Tax, the Tobacco Tax, and the Beverage Container Program. Knowledge includes: taxable items, tax rates, authority for reviewing taxpayer's financial records, special applications of standards for certain industries, responsibilities for paying taxes, rates and limitations of applying penalties and interest to assessments and appeal procedures. Knowledge is applied by assessing and levying tax liabilities; validating rebates and claims for tax credits; explaining taxation requirements to taxpayers as it relates to their purchase, business and industry; and in determining which industries should be selected for audit by evaluating the potential for incorrect taxing procedures by the taxpayer. As well, a knowledge of federal tax programs, the International Fuel Tax Agreement, the Canadian Agreement on Vehicle Registration and the Interprovincial Sales Tax Arrangement is required to determine tax owing to Saskatchewan by a provincial, national and international business under these agreements.

Requires knowledge of computer databases such as The Revenue Division RS50 system, SGI and Consumer Affairs Systems to access taxpayer information as well as Microsoft Works for Windows, Word, Excel, Wordperfect, Microsoft Mail, Dataflex to prepare working papers and reports associated with an audit and to provide training to the Field Audit Unit.

Requires knowledge of computer operating systems (DOS, Windows), maintenance and troubleshooting of portable computers and their peripheral devices to provide technical support and develop templates for the Field Audit Unit.

walking and retrieving files, sitting and reviewing records and carrying boxes of files not exceeding 8 kgs. (1A)

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends .5 hours per week travelling/driving to the taxpayer's place of business outside headquarters in extreme weather conditions (e.g., snow storms). (5A)

On average, spends 1 hour per week exposed to taxpayers threatening physical aggression when auditing alone in taxpayer's place of business in and out-of-province. (4A)

On average, spends 22.5 hours per week entering data into a computer (22 hours) and travelling to taxpayers' premises outside of headquarters in adverse weather (e.g., snow, rain). (3D)

On average spends 3.5 hours per week interacting with rude and impolite taxpayers, loud noises (machinery) below 85 decibels where there is no opportunity to remove oneself and poor lighting while performing audits at taxpayer's place of business. (2B)

On average, spends 1.5 hours per week exposed to unpleasant odours and contact with ink, toner, glue, garbage, insects, etc. while performing audits at the taxpayer's place of business. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 1 hour per week work driving in extreme weather conditions and interacting with hostile taxpayers who have been assessed tax penalties or are required to pay additional taxes. (3A)

On average, spends 32.67 hours per week conducting audits, writing working papers/reports, reviewing financial records, and calculating taxable items; interacting with rude/impolite taxpayers, responding to taxpayer inquiries about various provincial tax programs; carrying a laptop computer, printer and accessories and boxes of audit files/records (weighing over 9 kgs. and under 18 kgs.) and kneeling/couching/stooping to access taxpayer's records and documents. (2E)

On average, spends 3.67 hours per week gathering financial information, faxing and photocopying documents, driving in good weather conditions; responding to routine inquiries; walking up stairs at a taxpayer's premises when an elevator is not available,

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

For 34 hours per week, accuracy of physical movement is of major consideration when obtaining taxpayer's financial records by searching files/boxes or keying information into an automated accounting system, writing audit reports and working papers, typing letters and memos and driving to audit site. (2E)

For 3.33 hours per week, neither speed nor accuracy of physical movement is of major consideration. (1A)

**EP; CD #38**  
**Revenue Collector**  
**Revenue Division**  
**Department of Finance**  
**Occupational Code: FTAW**  
**Level 6**

**September 2007**

**Level 3**  
Problems include:

1. Taxpayer with an outstanding tax liability.

Solution is achieved by:

1. Reviewing the audit report and the Taxpayer Service Unit report to determine how the tax balance was arrived at in order to discuss the taxpayer's account balance. Analyzing the file information to determine: if there has been a posting error and the account doesn't have an outstanding balance (adjust the account); whether the payment has been received late and the account is not delinquent; the taxpayer's history of filing (repeatedly late or first-time late) and whether penalty and interest should be cancelled or applied; and the ability of the taxpayer to pay. Contacting the taxpayer and reaching agreement on the amount of outstanding tax which could include the penalty and interest amount. A written agreement is sent to the taxpayer which outlines the amount of tax owing, when payment in full is expected and whether interest and penalty has been assessed. Legal action is initiated if the agreed upon payment arrangement is not kept.

**Level 2**  
Problems include:

1. When to assess or cancel penalty and interest.
2. Locating delinquent taxpayers who have relocated without advising the Department.

Solutions are achieved by:

1. Researching taxpayers account to determine how many times they have filed late in the past year and/or are they always filing within the established grace period. Contacting the taxpayer to determine if the return has been misplaced or why it was not filed. After reviewing the information, assesses or cancels the penalty and interest.
2. Checking to see if the taxpayer was audited or determine the nature of the business in order to find out who their regular customers are, where they banked, etc. and contacting these people to see if they have received a forwarding address for the taxpayer. Verifying the legal ownership of the business and check with: S.G.I. for new address on their license; SaskTel and Sask Power for new accounts; mall owners and/or town administrators for a forwarding address. Checking the Comptroller's computer system to see if the government owes the taxpayer money and will issue a right of set-off. If nothing can be found on

**Main Purpose**

Obtains outstanding returns, collects outstanding tax accounts and locates delinquent taxpayers as well as answers taxpayer enquiries and provides account maintenance.

**Primary Responsibilities**

Contacts taxpayers to obtain payment on outstanding tax accounts including audit assessments by the Audit Branch, establishing payment schedules, and/or assessing or cancelling penalty and interest charges and updating the file information, computer system and diary records.

Contacts taxpayers to obtain outstanding tax returns and establish tax liabilities, determines when the payment will be remitted and updates the file information, computer system and diary information.

Utilizes various collection methods (i.e. right of set-off [i.e. claim by the Minister of Finance to obtain funds payable to a taxpayer by a government and/or Crown agency], Minister's Notice, Proofs of Claim and Liquor Consumption Tax licence suspensions) to obtain payment of outstanding tax.

Recommends write-off for uncollectible accounts and updates the diary information.

Searches for delinquent taxpayers by contacting trustees, bankers, accountants, receivers, town officials and companies the taxpayer may have done business with.

Provides tax information/interpretations to taxpayers.

Provides computer software support (i.e. Works) to the Unit.

**Factor 1 - Problem Solving (3)**

Problems relate to collecting tax arrears assessed by auditors or due on an outstanding taxpayer's account and obtaining outstanding tax returns.



the taxpayer, makes a recommendation to write-off the account to the supervisor.

"Works" which are used to calculate interest rates.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Decisions that are within policies and regulations are accepted without review such as: determining the appropriate collection or enforcement activity (including legal collection methods such as Minister's Notices, Licence suspensions, etc.) to be implemented when a taxpayer's account is delinquent; determining the extent of the inquiry or investigation warranted to determine the validity of the tax owing or a taxpayer's financial position; negotiating payment arrangements with a taxpayer; assessing or waiving interest and penalty; and issuing right of set-off and Proofs of Claim.

#### **B. Level C**

Financial loss to the government exists when taxpayers have not submitted payment. Corrective decisions involve locating/contacting taxpayers with tax arrears to obtain full payment of outstanding returns or remittances and if necessary, negotiating payment arrangements and waiving or assessing penalty and interest (daily).

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Calms irate taxpayers by explaining legislation and regulations pertaining to their account and convinces them to pay the account. Negotiates payment arrangements with delinquent taxpayers or their representative. Persuades informers to provide information as to the whereabouts of delinquent taxpayers. Defends decisions to commence legal proceedings against taxpayers to department officials. Once legal proceedings have commenced, contacts taxpayers and explains the action encouraging voluntary payment and the consequence of non-compliance.

#### **B. Level B**

Writes letters to taxpayers outlining terms of payment that have been agreed to and explains any interest or penalty that has been applied to the outstanding tax account.

#### **Level A**

Provides information and assistance on a one-on-one basis to other Unit staff members regarding the updated formulas entered on the computer software program

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Checks and co-signs adjustments to tax accounts prepared by other Revenue Collectors and when an error is found follows up to ensure the change has been made.

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires knowledge of auditing principles, techniques and procedures as well as financial accounting procedures (e.g., financial statements, records and calculations). This knowledge is required in order to analyze taxpayer's accounts (i.e., audit report and the Taxpayer Service Unit report) to determine how the assessment was arrived at and whether the tax assessment is accurate, make adjustments to taxpayer's accounts and explain tax assessments and taxpayers' account balance. Typically this knowledge is obtained through completion of a diploma in accounting or equivalent.

#### **Level 3**

Requires investigative knowledge (skip-tracing, interviewing/questioning) and debt collection methods and techniques in order to: collect outstanding taxes; locate delinquent taxpayers; gather information on and from taxpayers to determine write-off; establish payment arrangements; and, when necessary, take legal action to secure outstanding tax.

Requires computer knowledge of wordprocessing and database software applications in order to access taxpayer information on databases, to prepare correspondence and statements of tax liability, and provide computer software support (i.e., Works) to the unit.

#### **B. Level C**

Requires knowledge of the Unit's policies and procedures in order to manage delinquent files, to collect outstanding taxes and locate taxpayers who have moved without providing a forwarding address. Requires knowledge of the collections and enforcement policies and procedures in order to determine what legal action to take (i.e. Minister's Notice or right of set-off). Requires knowledge of when tax is applied to some goods (e.g. tax on liquor applies to the selling price before the container deposit) and filing instructions of

the Education and Health Tax revenue program; the rate of tax and suspension activity provided under the Liquor Consumption Tax revenue program; the rates of remission and the types of containers provided under the Litter Control revenue program; and the rates of tax for the Tobacco Tax and the Fuel Tax revenue programs in order to assist taxpayers in reporting their tax. Knowledge of the federal bankruptcy and insolvency provisions and partnership provisions in order to determine collection priorities.

Requires knowledge of computer databases such as The Revenue Division RS50 system, SGI and Consumer Affairs Systems to access taxpayer information as well as Works in order to correspond with taxpayers and prepare statements of tax liability including interest and penalty amounts.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 2A**

On average, spends 1 hour per week exposed to taxpayers threatening physical aggression while discussing their accounts at a counter or in an interview room. (4A)

On average, spends 24 hours per week keyboarding. (3E)

On average, spends 1.5 hours per week interacting with rude and impolite (swearing and yelling) taxpayers. (2A)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, spends 1 hour per week interacting with hostile (make threats of bodily harm) taxpayers and discussing payment arrangements on outstanding tax accounts. (3A)

On average, spends 32 hours per week keyboarding, reviewing taxpayer's files and calculating penalty and interest, initiating and following up on legal collection actions, providing computer (Works) direction to unit staff, confronting taxpayer's regarding outstanding tax and tracking down taxpayers who have moved and left no forwarding address. (2E)

On average, spends 3 hours per week reviewing

taxpayer files, responding to routine taxpayer inquiries, walking to retrieve files and lifting and carrying files not exceeding 8 kgs. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 4A**

For 33 hours per week, accuracy of physical movement is of major consideration when entering and retrieving data, using a calculator to calculate penalty and interest charges, and using the telephone to contact taxpayers. (2E)

For 3 hours per week, neither speed nor accuracy of physical movement is a major consideration. (1A)

**EP; CD #39**  
**Business Auditor Trainee**  
**Audit Branch**  
**Department of Finance**  
**Occupational Code: FTAW**  
**Level 7**

**March 2009**

available from other tax authorities (e.g., Revenue Canada, other provincial regulatory agencies) and estimating tax based on the information gathered. If unable to make an estimate of taxes owing, allowing for sample periods in which the taxpayer can prepare the necessary information and basing a tax estimate on the results. Providing the taxpayer with an instruction notice to address the record keeping problem.

**Main Purpose**

Assesses and levies vendor and consumer tax liability to ensure collection and remittance is according to tax legislation and agreements, and provincial revenue programs (i.e. *The Education and Health Tax Act* and *The Liquor Consumption Tax Act*).

**Primary Responsibilities**

Plans and conducts audits of provincial vendors and consumers in the retail and contracting industries as provided for under tax Acts administered by the Department of Finance.

Assesses tax liabilities and penalties in accordance with provincial legislation.

Writes audit reports and working papers and provides an explanation of audit findings/assessments to the taxpayer.

Responds to inquiries from taxpayers with respect to their obligations under tax legislation.

Exchanges information with federal and provincial government agencies relating to current audits and potential taxpayer audit selections.

**Factor 1 - Problem Solving (4)**

Problems relate to conducting audits and assessing tax liability.

**Level 4**

Problems include:

1. Inability to decisively determine tax liability due to inaccurate or incomplete taxpayer records.

Solution is achieved by:

1. Identifying the types of records missing and the types of records that are available; reviewing the bank statement information, financial statement and/or physical inventory to determine extent of sales, purchases, etc. Reviewing information

**Level 3**

Problems include:

1. Designing testing procedures to apply to the taxpayer's business or methods of bookkeeping.
2. Unprecedented tax situations which require a ruling or interpretation.
3. Taxpayer is not accounting for tax on goods sold.

Solutions are achieved by:

1. Considering the type of industry the business is in and referring to the Branch procedures manual for suggested problem areas; reviewing all available information on the industry; reviewing the audit procedures and customizing the audit tests.
2. Considering previous rulings; reviewing the legislation and applicable tax policies; analyzing this information as it relates to the industry concerned and compiling a report which explains the audit problems; developing alternatives and making a recommendation on whether the product is taxable.
3. Reviewing cost records for the dollar values involved as well as what types of products are being produced and calculating taxes owing. Providing instructions to the taxpayer on the correct procedures to follow in the future.

**Factor 2 - Decision Making (4C)**

**A. Level 4**

Decisions that are within policies, or regulations are accepted without review such as: determining which testing methods to use; determining whether an item is taxable or non-taxable; planning audits to ensure all files are completed within time limits set by the supervisor; and finalizing the audits and presenting the audit assessment to the taxpayer.

**B. Level C**

Financial loss to the government occurs when small provincial vendors and consumers in the retail and contracting industries do not pay or submit required taxes. Corrective decisions involve levying tax

assessments, penalties and interest charges and approving tax exemptions. These decisions occur on a daily basis.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Persuades taxpayers to accept the audit assessment and voluntarily submit outstanding tax by explaining how the assessment was determined and why penalty and interest was charged. Calms taxpayers who are upset with taxation legislation and policy by explaining the intent of the legislation and how it applies to their business and the taxpayer's legal obligation to comply.

Persuades taxpayers or their representatives (accountants, lawyers, controllers, etc.) to provide records required for examination during the audit.

#### **B. Level C**

Analyzes audit working papers and writes an audit report detailing the background, purpose, corporate structure of the taxpayer, the procedures and steps followed in conducting the audit and outlining areas of disagreement, tax assessment, payment arrangements and future audit requirements. The report is put on the office file and referred to by other auditors and revenue collectors.

#### **Level B**

After an audit is complete, writes an Instruction Notice for the taxpayer summarizing the requirements needed in order to fulfil their obligations under provincial revenue programs.

Explains to taxpayers the application of tax legislation on their business and on a case-by-case basis, suggests record keeping methods that the taxpayer may implement for reporting and remitting provincial tax.

Conducts presentations at monthly auditor meetings to explain audit problems encountered and the solutions which were arrived at in order to help colleagues in the event they encounter similar problems.

### **Factor 4 - Responsibility for Work of Others (1)**

#### **Level 1**

Responsible for checking and verifying own work.

### **Factor 5 - Job Knowledge (5C)**

#### **A. Level 5**

Requires knowledge of financial and cost accounting and auditing principles, techniques and procedures as provided by the Canadian Institute of Chartered Accountants in order to understand financial statements, systems, records and calculations. Requires knowledge of recording business transactions in order to identify suppression or hiding of tax liabilities. Knowledge is applied in performing and reporting audits and assessing taxpayer's records.

Knowledge of accounting information systems is required to understand taxpayer's computer systems in order to access information, request specific download information and perform systems audits.

Knowledge is typically obtained through a university degree with an accounting specialization.

#### **B. Level C**

Requires knowledge of Revenue Division policies and procedures as well as knowledge of businesses within the retail and contracting industries in order to apply tax legislation when planning and conducting tax audits. Requires knowledge of provincial revenue programs related to Education and Health Tax and Liquor Consumption. Knowledge is applied by assessing and levying tax liabilities; validating rebates and claims for tax credits; and explaining taxation requirements to taxpayers as it relates to their purchase, business and industry.

Requires knowledge of computer databases such as The Revenue Division RS50 system, SGI and Consumer Affairs Systems to access taxpayer information as well as Microsoft Works for Windows and for DOS, Microsoft Mail, Wordperfect 5.1, Windows and DOS to type/enter, format and obtain data.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 3A**

On average, spends .5 hours per week travelling/driving to the taxpayer's place of business outside headquarters in extreme weather conditions (e.g., snowstorms). (5A)

On average, spends 1 hour per week exposed to taxpayers threatening physical aggression when auditing alone in taxpayer's place of business. (4A)

On average, spends 28 hours per week entering data into a computer (27.5 hours); and travelling/driving to taxpayers' place of business outside of headquarters in adverse weather (e.g., snow and rain). (3E)

On average, spends 3 hours per week exposed to loud noises (machinery) below 85 decibels where there is no opportunity to remove oneself, interacting with rude/impolite taxpayers and poor lighting while performing audits at the taxpayer's place of business. (2B)

On average, spends 4 hours per week exposed to unpleasant odours (e.g., paint, laminate, adhesives) and in contact with dust, garbage and insects while performing audits at taxpayer's place of business. (1B)

For 34 hours per week, accuracy of physical movement is required when obtaining taxpayer's financial records by searching files/boxes or keying information into an automated accounting system, writing audit reports and working papers, typing letters and memos and driving to audit sites. (2E)

For 3.33 hours per week, neither speed nor accuracy of physical movement is required. (1A)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, spends 1 hour per week work driving in extreme weather conditions and interacting with hostile taxpayers who have been assessed tax penalties or are required to pay additional taxes. (3A)

On average, spends 32.67 hours per week conducting audits, writing working papers/reports, reviewing financial records, calculating taxable items; interacting with rude/impolite taxpayers, responding to taxpayer inquiries about various provincial tax programs; carrying a laptop computer, printer and accessories and boxes of audit files/records weighing over 9 kgs. and under 18 kgs. and kneeling/crouching/stooping to access taxpayer's records and documents. (2E)

On average, spends 3.67 hours per week work gathering financial information, faxing and photocopying documents, driving in good weather conditions, responding to routine inquiries, walking up stairs at a taxpayer's premises when an elevator is not available, walking and retrieving files, sitting and reviewing records and carrying boxes of files not exceeding 8 kgs. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 4A**

**EP; CD #40**  
**Business Auditor**  
**Revenue Division**  
**Finance**  
**Occupational Code: FTAW**  
**Level 9**

**March 2009**

3. Auditing an out-of-province firm in a constrained time period.
4. Tax is not charged at the required stage of a manufacturing process.

Solutions are achieved by:

### **Main Purpose**

Assesses and levies vendor and consumer tax liability to ensure collection and remittance is according to tax legislation and agreements, and provincial revenue programs (e.g., *Education and Health Tax Act, Fuel Tax Act, Liquor Consumption Tax Act, Canadian Agreement on Vehicle Registration, Interprovincial Sales Tax Arrangement*).

### **Primary Responsibilities**

Plans and conducts financial and operational records audits of provincial and interprovincial vendors of various sizes, industries, and locations, and individual consumers who purchase taxable goods and services.

Assesses tax liabilities and penalties in accordance with provincial legislation.

Advises taxpayers regarding tax legislation, policies, reporting procedures (e.g., taxable and tax-exempt items).

Compiles and writes audit reports which explain each audit's procedures, tests performed (including time period used and products), findings, conclusions and recommendations for the taxpayer.

Exchanges information with other federal and provincial government agencies relating to current audits, and potential taxpayer audit selections.

Assigns, organizes and guides the work of other auditors when assigned as lead auditor on a large or complex audit.

### **Factor 1 - Problem Solving (4)**

Problems relate to promoting compliance with tax liability.

#### **Level 4**

Problems typically include:

1. Inability to decisively determine tax liability due to inaccurate or incomplete taxpayer records.
2. Auditing businesses in unique, specialized industries (e.g., oilfield drilling, recycling).

1. Identifying the types of records missing and the types of records that are available; reviewing the bank statement information, financial statement and/or physical inventory to determine extent of sales, purchases, etc. Reviewing information available from other tax authorities (e.g. Revenue Canada, other provincial regulatory agencies) and estimating tax based on the information gathered. If unable to make an estimate of taxes owing, allowing for sample periods in which the taxpayer can prepare the necessary information and basing a tax estimate on the results. Providing the taxpayer with an instruction notice to address the record keeping problem.
2. Reviewing each industry and business's unique situation and circumstances, reviewing company and industry publications, considering relevant policies, legislation and procedures; gathering, sorting, compiling, and analyzing information relevant to provincial revenue programs, and performing audit.
3. Reviewing the size of the firm, business activity in the province and history of compliance; and designing the audit plan to concentrate on areas where tax problems and revenues have the greatest potential.
4. Examining each stage of the manufacturing process, time tickets, and invoices to determine type of work and location of work performed; and determining taxable activities based on audit practices.

### **Factor 2 - Decision Making (4D)**

#### **A. Level 4**

Decisions are within policies or regulations are accepted without review such as: determining the scope of audit; determining audit tests and procedures to be followed in the audit; interpretation of legislation and policies relevant to the industry; taxpayer eligibility for refunds and exemptions; and final assessments.

#### **B. Level D**

Financial loss to the government occurs through non-payment of taxes by large provincial national and multi-national companies. Corrective decisions involve levying tax assessments, penalties and interest amounts and approving tax exemptions. These decisions occur on a daily basis.

### **Factor 3 - Human Relations Skill (3C)**

**Factor 4 - Responsibility for Work of Others (2)**

**A. Level 3**

Remains calm and diplomatic when explaining requirements of various legislation to uncooperative or irate taxpayers, and persuades them to voluntarily comply. Gains taxpayer's acceptance and understanding of audit findings, method used in determining tax owed, information used, legislation applied, and appeal procedures available to taxpayers and their representatives (accountants, lawyers, controllers, etc.) who disagree with the audit assessment and results. Convinces taxpayers to comply with recording and reporting requirements in the future, addresses disagreements and interests, and explains the legislation, and benefits and methods of compliance.

Explains to vendors legislative requirements, policies and procedures used when responding to disagreements over calculations within the audit (eg. overhead percentages) and requests the vendor to provide evidence to support their position.

**B. Level C**

Analyzes audit working papers and writes an audit report detailing the background, purpose, corporate structure of the taxpayer, the procedures and steps followed in conducting the audit and outlining areas of disagreement, tax assessment, payment arrangements and future audit requirements. The report is put on the office file and referred to by other auditors and revenue collectors.

**Level B**

Presents information sessions on tax issues (e.g., what is taxable, what is tax exempt), tax reporting procedures, auditing procedures, and the use of computer software technology for audits, to co-workers, superiors and employees of other work units. Knowledge is transferred to others for use when performing audits.

Conducts formal talks (on average, 1 hour long) to individuals, and vendors and consumer groups (6-10 people), presenting information on various taxes, revenue programs, and application to businesses. Knowledge is transferred to encourage compliance.

After an audit is completed, writes an Instruction Notice for the taxpayer summarizing the requirements needed in order to fulfil their obligations under provincial revenue programs.

**Level A**

Orients new auditors on program audit procedures.

**Level 2**

Plans, assigns, organizes and verifies work of 0.2 FTE Co-op Program student which formally reports to a different supervisor.

Assigns, organizes and guides the work of other auditors when assigned as lead auditor on a large or complex audit.

**Level 1**

As part of the post-audit quality review process, reviews peer's audits to ensure policies, interpretation and legislation have been applied, as well as completeness and adequacy of work, but has no responsibility to ensure corrections are made.

**Factor 5 - Job Knowledge (5E)**

**A. Level 5**

Requires knowledge of financial and cost accounting, and auditing principles, techniques and procedures as provided by the Canadian Institute of Chartered Accountants in order to understand financial statements, systems, records, and calculations. Requires knowledge of recording business transactions in order to identify suppression or hiding of tax liabilities. Knowledge is applied in performing and reporting audits, and assessing taxpayers.

Knowledge of accounting information systems is required to understand taxpayer's computer systems in order to access information, request specific download information and perform systems audits.

Knowledge is typically obtained through a university degree with an accounting specialization.

**B. Level E**

Requires knowledge of provincial revenue programs which include those related to the: Education and Health Tax, Liquor Consumption Tax, Tobacco Tax and the Beverage Container Program. Knowledge includes: taxable items, tax rates, authority for reviewing taxpayers' financial records, special applications of standards for certain industries, responsibilities for paying taxes, rates and limitations of applying penalties and interest to assessments, and appeal procedures. Knowledge is applied by assessing and levying tax liabilities; validating rebates and claims for tax credits; and explaining taxation requirements to taxpayers as it relates to their purchase, business and industry. Requires knowledge of vendor taxpayer's business,

industry, and financial situation in order to perform an audit and provide information.

Requires knowledge of Revenue Division policies and procedures as well as technical knowledge of a wide variety of businesses within industries such as telecommunications and broadcasting, publishing, oil, construction, manufacturing, rental, retail and service and related policy requirements (e.g., The Direct Agency Tax Remission requirements, criteria to distinguish Maintenance Contracts from Warranties provisions, Order in Council 1436/67 [special remission of tax granted to the oil industry]) in order to interpret and determine tax status for items not specifically listed in legislation and apply tax legislation and policy rulings when planning, conducting, leading and checking audits.

Knowledge of federal tax programs, the International Fuel Tax Agreement, the Canadian Agreement on Vehicle Registration and the Inter-provincial Sales Tax Arrangement is required to determine tax owing to Saskatchewan by a provincial, national and international business under these agreements.

Requires knowledge of Microsoft Works for Windows, Word, Excel, Wordperfect, Microsoft Mail, Dataflex, and departmental mainframe taxpayer information systems (e.g., Consumer and Corporate Affairs Inquiry System, various departmental networks and databases) to retrieve, type, and enter commands to retrieve, and run reports of, taxpayer information.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, spends .5 hours per week travelling/driving to the taxpayer's place of business outside headquarters in extreme weather conditions (e.g., snow storms). (5A)

On average, spends 1 hour per week at risk due to threat of physical harm (e.g., taxpayer becoming physically aggressive). (4A)

On average, spends 28 hours per week entering data in a computer (27.5) and travelling/driving to taxpayers' place of business outside of headquarters in adverse weather (e.g., icy roads and heavy snow). (3E)

On average, spends 3 hours per week exposed to loud noises (e.g., machinery) below 85 decibels where there is no opportunity to remove oneself, interacting with rude/impolite taxpayers and to poor lighting while performing audits at the taxpayer's place of business.

(2B)

On average, spends 4 hours per week exposed to unpleasant odours (e.g., paint, laminant, adhesives) and in contact with dust, garbage, insects, etc. while performing audits at a taxpayer's place of business. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, for 1.5 hours per week, work involves driving in extreme weather conditions and interacting with hostile taxpayers who have been assessed tax penalties or are required to pay additional taxes. (3A)

On average, for 31.5 hours per week, work involves reviewing financial records, calculating taxable items, word processing audit reports, entering/retrieving financial data, interviewing taxpayers and/or their employees, inspecting a taxpayer's place of business, driving in adverse weather, interacting with rude/impolite taxpayers, responding to taxpayer inquiries regarding tax legislation or revenue program requirements, discussing tax liability with taxpayers and/or their accounting professionals, kneeling/crouching/stooping to retrieve taxpayer records and documents, carrying a laptop computer and printer, auditing files and records between 8 and 18 kgs. (2E)

On average, for 3.3 hours per week, work gathering financial information, faxing documents, driving in good weather conditions, responding to routine inquiries, sitting while auditing in confined spaces (where freedom of movement exists). (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 4A**

On average, for 31 hours per week, accuracy of physical movement is of major consideration when entering data, sorting and scanning taxpayer records, driving to and from audit sites, and typing letters, memos and reports. (2E)

On average, for 6.3 hours per week, neither speed nor accuracy of physical movement is of major consideration. (1A)



**EP; CD #41**  
**Tax and Royalty Collector**  
**Mineral Revenue Division**  
**Energy and Mines**  
**Occupational Code: FTAA**  
**Level 9**

**March 2009**

3. Inconsistent application/interpretation of acts, regulations, policies or procedures by department field staff or other revenue officers.
4. Taxpayer improperly calculating and maintaining records, causing confusion and complications for department staff in reconciling account and calculating tax payable.

### **Main Purpose**

Responsible for ensuring compliance with tax and royalty legislation, policies and procedures associated with the oil and gas industry through the collection of outstanding accounts. Responsible for maintaining the department's computerized taxpayer information system.

### **Primary Responsibilities**

Investigates occurring or suspected tax avoidance or evasion by oil and gas producers.

Ensures consistent and efficient remittance of payments through the application of department policies, procedures, acts and regulations governing the collection, remittance and monitoring of oil and gas tax revenues.

Provides tax policy/legislation information and interpretation to taxpayers, the public and department staff.

Maintains the integrity of the department's taxpayer information system including establishing policies and procedures for its maintenance.

Commences tax law enforcement actions against problem/delinquent accounts.

### **Factor 1- Problem Solving (4)**

Problems relate to the timely collection of outstanding oil and gas taxes and royalties, and the enforcement/application of department acts, regulations, policies and procedures to delinquent or overdue accounts.

#### **Level 4**

Problems typically include:

1. Taxpayers deliberately underestimating monthly royalties, or refusing to remit payments.
2. Discovery that a particular billing policy/procedure is inappropriate in certain circumstances as the royalty/tax procedure etc. unfairly penalizes certain types of operations.

Solutions are achieved by:

1. Analyzing reporting records from company and determining the level of non-compliance based on policies, procedures and legislation in place, and imposing a penalty or course of action (e.g., assessing a late payment penalty, or establishing a repayment schedule with a delinquent taxpayer), or initiating new policies or procedures such as closing loopholes in the legislation regarding reporting of revenues or increasing audits for problem clients.
2. Assessing and establishing the appropriate method of billing excess oil penalties, analyzing and re-evaluating the methods by which the royalties are calculated and establishing a consistent and fair system of revenue collection and enforcement.
3. In conjunction with colleagues in the unit, researching, analyzing and developing a set of procedures and policies to clarify the correct methodology and better outline the process for staff.
4. Conducting analysis of the taxpayer's accounting system (e.g., how the taxpayer calculates oil volumes, how wells are categorized, when revenues are reported) and identifying the discrepancies between departmental policies, regulations and procedures and those of the taxpayer. Explaining requirements for record keeping and accounting to taxpayer, providing solution options for maintaining compatible and acceptable records.

### **Factor 2 - Decision Making (5D)**

#### **A. Level 5**

Has independent authority to make decisions outside of policies and regulations, based on specific circumstances (e.g., when enforcing a penalty would result in unfair or inequitable treatment). Examples include: approximately 5 times per month waives the one month time period requirement for the remission of royalties and taxes; approximately 10 times per month exercises discretion as to whether or not required penalties will be assessed on outstanding Publications, Sales and Services invoices at the time of collection, based on the taxpayer's history or other extenuating circumstances; on a weekly basis makes decisions such

as allowing a company to continue to operate and produce while in arrears on taxes owing, or allowing a company to continue to hold leases and produce until they obtain appropriate funding).

**Level 4**

Decisions are within established standards, policies and regulations and are not subject to review after the employee has independently made and/or implemented the decision (e.g., determining the appropriate collection method or enforcement activity to be implemented when a taxpayer's account is delinquent or problematic; determining payment arrangements and options, or assessing penalties with a taxpayer; determining loopholes in legislation or inadequate policies used by the branch for collecting and enforcing tax and royalty collections).

**B. Level D**

Financial loss to the government occurs through non-payment of tax and royalty arrears owed to the province. Corrective decisions involve establishing payment arrangements, assessing penalties, or enforcing an agreement to pay revenues owing. These decisions occur, on average, weekly.

**Factor 3 - Human Relations Skill (3C)**

**A. Level 3**

Contacts are primarily for the purpose of collecting outstanding taxes and royalties, determining improper procedures and actions, and assessing penalties or initiating tax enforcement actions. Explains and informs businesses and individuals to adhere to and/or comply with legislation, policies and procedures. Negotiates payment arrangements, and together with the client, achieves mutually agreeable solutions. Assures parties that the validity and appropriateness of decisions made are based on established guidelines and regulation.

**B. Level C**

Prepares reports which are placed on audit files, and which document the issues related to the audit, what approach was taken, discussions with the taxpayer and areas of disagreement, a consolidation of the department's and the taxpayer's points of view on the issues and any agreements made. These reports are referred to by other revenue officers and by the accounts receivable unit.

Drafts documents such as a request to incorporate third

party collection provisions into existing collection and enforcement provisions of the Acts and an outline of how the proposed amendment would be incorporated into current collection procedures, as well as a revised collection policy for the La Ronge field office.

**Level B**

Provides information and case specific expertise to other staff members in the department who perform revenue and taxation assessment and collection duties (e.g., excess oil overproduction and assessment calculations, intricacies of the taxpayer information system and its operation, delinquent accounts and collection risks). This expertise is required by other staff to provide consistent application of policies and legislation.

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

Has shared responsibility for one Revenue Officer in the taxroll maintenance duties. This includes assigning and prioritizing the work, monitoring the progress and ensuring quality and quantity standards are met, coaching for performance improvement and demonstrating functions and procedures.

**Factor 5 - Job Knowledge (5D)**

**A. Level 5**

Requires knowledge of business accounting and auditing practices, principles and theories (e.g. accounts reconciliation, generation of billings, statistical analysis sampling for audits, financial information database management), computerized financial management programs in order to perform calculations, and analyze and interpret statistical data while conducting tax audits on businesses. Typically this knowledge is obtained through the completion of a bachelor of commerce/administration.

**B. Level D**

Requires knowledge of oil and gas revenue, taxation and royalty programs and structures in order to apply and enforce the department's policies and regulations relating to oil and gas revenues, taxes and royalties. Identifies contraventions, calculates assessments, initiates legal action, defines and categorizes clients, and identifies and determines the course of action to be taken in specific cases. Requires knowledge of specific business accounts recordkeeping and financial recording

methods and procedures used in the petroleum industry in order to perform audits and assess penalties and determine royalties and tax revenues owing. Requires knowledge of commercial law practises, and western Canada's land survey system to conduct audits and prepare legal documents. Requires knowledge of the department's taxpayer information system in order to record oil and gas taxes and royalties, update and maintain the system and establish and/or modify policies and procedures.

On average, 3 hours per week requires speed and accuracy of physical movement when performing tax calculations on spreadsheets and calculators in order to meet strict deadlines for monthly billing integration. (3A)

On average, 25 hours per week requires accuracy of physical movement when producing reports, statements and documents, while keyboarding and word processing. (2D)

On average, 9.3 hours per week requires neither speed nor accuracy of physical movement. (1B)

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends 25 hours per week keyboarding. (3E)

On average, spends 10.3 hours per week interacting with rude and impolite people when discussing tax arrears or penalties imposed (4.3 hours), responding to deadline pressures to complete audits or reports within firm timelines where there are constant interruptions from co-workers or members of the public (6 hours). (2C)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends .3 hour per week interacting with extremely hostile taxpayers, where in-person confrontations may involve verbal abuse and threats. (3A)

On average, spends 35 hours per week performing activities such as working with rude and impolite persons, keyboarding and data entry, performing calculations, concentrating while reading financial statements or revenue reports and while reviewing taxpayer files. (2E)

On average, spend 2 hours per week performing activities such as sitting at a desk, photocopying, talking on the phone, reading or standing. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

**EP; CD #42**  
**Property Administrator**  
**Saskatoon**  
**Municipal Government**  
**Occupational Code: CHSW**  
**Level 8**

**November 2009**

1. A community has chronic vacancy problems and is unable to sustain occupancy of units.
2. Housing Authorities requesting use of maximum rents for high income tenants in subsidized housing.

Solutions are achieved by:

1. Identifying a target group [e.g., seniors, family, disabled, special needs groups (e.g., teenage mothers, safe homes for spousal abuse, etc.)]; researching the target group to identify if there is a need for housing for that group in the community; identifying whether existing units need to be reconfigured to accommodate the target group; identifying marketing barriers and analysing budget required to address needs and the costs and benefits of maintaining the units versus sale, demolition or relocation; completing a marketing plan that is directed at the target group to promote occupancy of the housing units; if the units only become temporarily filled, analysing the ability to maintain long term occupancy of the target group; if the plan fails, entering into negotiations with the Town or Village Council to remove and relocate the units or sell or demolish the units, taking into consideration the potential for another community to sustain occupancy of the units and the impact of the decision on the current community.
2. Analyzing current vacancies in the private sector, researching current rental rates determining comparable rental accommodation for purposes of comparison to public housing, determining the effect on both private rentals and public rentals bearing in mind the interests of private landlords in the community; examining vacancy history of public housing units and current public housing rental rates in comparison to the private sector in the community; using analysis, reviewing tenants' income in relation to the maximum rent to determine effect on current tenants (i.e., will an increase drive out current tenants and create vacancies); analysing current profit and loss to determine impact of rental increase or decrease to income from projects and possible effect on budgets.

### **Main Purpose**

Responsible for the property management of a portfolio of housing in an assigned area; provides guidance, advice, direction and training to housing boards, non-profit boards, managers and staff regarding policy and property management issues.

### **Primary Responsibilities**

Guides, advises and directs various housing boards, managers and staff of various housing groups in terms of policy and property management issues.

Coordinates and provides training and instruction to housing boards; provides direction regarding their authority, responsibility and accountability for the management of housing units.

Provides ongoing training to housing managers regarding day to day operation of a housing group.

Conducts operational reviews of housing groups; monitors, assesses and approves various financial and operating reports from housing groups.

Mediates, negotiates and problem solves conflict among staff of housing groups, tenants or other agencies.

Attends meetings with housing groups and municipal councils to effect decisions and provide information and direction on housing management issues; hosts public meetings to provide information regarding programs, open houses, safety and security.

Manages direct rental units; recommends approval of mortgages and sales of homes to Rural Housing program clients.

### **Factor 1 - Problem Solving (4)**

Problems relate to property management issues.

### **Level 4**

Problems include:

**Level 3**

Problems include:

1. A housing authority requests additional funds not planned for in the budget.
2. Tenant and security needs (e.g., safety systems, smoke detectors).

Solutions are achieved by:

1. Examining available budget, current need, type of request (i.e., is it an emergency such as needing a new furnace in the middle of winter, or can it be deferred until next year); inspecting if necessary; approving, reducing or deleting requests (up to \$5,000) in consultation with housing authority; referring requests over \$5,000 to other units in the department for approval (e.g., Budget Unit, Executive Director).
2. Examining tenant need and physical characteristics of building; ensuring needs are met through housing board; involving inspectors if necessary.

**Factor 2 - Decision Making (4D)****A. Level 4**

Makes decisions within policies and procedures. The majority of these decisions are not reviewed and include: determining the accuracy of submitted budget amounts and the need for an expenditure; providing direction to housing groups, establishing and determining goals and objectives for housing managers and determining effectiveness and compliance with policy upon completion of operational reviews; reviewing and/or implementing marketing programs as requested by housing groups; determining a course of action for conflict resolution; determining adequacy of board meeting minutes and reports and providing direction to correct; approval or rejection of applicants under the rural housing program for home purchase; providing housing to other than targeted client groups; recommending eviction after discussions have failed to resolve the problem; and, determining changes to collection procedures and adjustments to rural housing sales credit approval process.

**B. Level D**

Financial loss to the housing authorities occurs when housing managers request unwarranted expenditures or are not following required practices for accounting procedures or collecting rents. On a weekly basis, makes decisions to protect the budgets of the housing

authorities: denying expenditures; providing direction to housing groups to rectify incorrect rents, leases, accounting procedures, collection problems, etc.

**Level C**

Makes decisions weekly on the management of properties (responsible for 36 housing groups) in the event that tenants interests are at risk. Decisions relate to directing the housing managers to correct unsafe conditions (e.g., requiring unsafe chimneys be repaired; requiring smoke detectors be installed or repaired; directing modifications be made to make the property accessible for disabled clients; putting tenants up in hotels when the properties have been damaged in storms; temporary measures to protect properties damaged in storms such as tarping over damaged roofs).

**Factor 3 - Human Relations Skill (3C)****A. Level 3**

Mediates between other parties in the following situations: contractor and housing group disagreements regarding work contracted; disputes between tenants and managers/boards about the collection of rent and damages from tenants. The above situations are resolved by: meeting with the individuals, discussing the situation, reviewing the facts, explaining the policies and mediating and negotiating an agreeable solution for all parties.

Explains and defends policies and procedures (e.g., explaining to a Municipal council why they have been billed for their 5% share of operating losses).

**B. Level C**

Requires comprehension and communication skills to provide expertise to housing boards and managers regarding property management principles and practices. Communicates strategic plans that integrate all aspects of property management issues/barriers including the financial, operational, marketing and accountability requirements for appropriate functioning in a business environment. The housing managers may challenge the plan or be reluctant to implement the plan or reporting requirements.

The strategic planning documents relating to financial and policy analysis are presented to SHC Corporate Committee.

**Level B**

Establishes format, content and prepares material for information sessions. Presents information to tenants

and the public regarding public housing program guidelines.

#### **Factor 4 - Responsibility for Work of Others (3)**

##### **Level 3**

Shares responsibility with the volunteer boards for the work of the housing managers: provides direction on work to be done; monitors the achievement of goals or objectives, ensures quality and quantity standards are met, coaches for ongoing performance improvement and demonstrates job functions and procedures through conducting operational reviews and training sessions; resolves conflicts between staff.

#### **Factor 5 - Job Knowledge (5C)**

##### **A. Level 5**

Requires knowledge of property management including public relations, accounting, leasing, collections, operations planning, and building maintenance in order to provide guidance, advice, and direction to housing groups on all property management functions.

Requires knowledge of financial lending, such as, assessment of repayment probability, credit investigation, and income and employment verification, in order to perform credit approvals for rural housing sales of rental properties.

Requires knowledge of accounting functions and marketing including budgeting, financial analysis and basic audit procedures in order to determine the accuracy of budgets, conduct operational reviews, perform marketing assessments and/or implement marketing programs and provide instruction on accounting and budgeting procedures.

Knowledge is typically attained through completion of a university degree such as Business Administration/ Commerce.

##### **Level 3**

Requires knowledge of personal computers, network systems and various software applications such as, word processing, spreadsheet, database and electronic mail. Computer knowledge is required in order to process and record information; type, format, obtain information, install pre-packaged software and perform some programming within the software parameters (e.g., creating forms).

##### **B. Level C**

Requires knowledge of the functions of the Public Housing program - a federal/provincial cost shared program designed to provide suitable, adequate and affordable housing for low income people. This knowledge is applied in providing advice and guidance to housing authorities and instructing board members regarding operation, administration, maintenance and accounting procedures. This includes leasing, tenant relations, evictions, collections, budget development and maintenance, preventative maintenance, etc.

Requires knowledge of the rights of the tenants and the landlords in order to explain the relationship to both and ensure compliance by boards and managers.

Knowledge of Saskatchewan Housing Authorities Manuals is required in order to comply with various public housing policies, procedures and guidelines.

Requires knowledge of the operation of Microsoft Mail, Lotus 123, ART, Property Management Information System, fax machine, photocopier, calculator & dictaphone.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, 2.5 hours per week are spent exposed to in-person anger from housing groups, outside agencies and tenants, directed at the job. (4B)

On average, 23 hours per week are spent travelling in adverse weather when conducting training or consulting visits; keyboarding; deadline pressures; inspecting boiler rooms, crawl spaces and attics of housing units. (3E)

On average, 2.5 hours per week are spent interacting with rude and impolite people during client contact, collections and evictions. (2B)

On average, 8 hours per week are spent in contact with ink, toner and glue while performing office tasks; garbage, dust, dampness, and insects while conducting housing unit inspections; driving in good weather. (1C)

#### **Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 31.3 hours per week conducting meetings at housing authorities and conducting workshops and presentations, interacting with rude and impolite renters during collections and evictions, keyboarding, and reviewing budgets and monthly financial reports. (2E)

On average, spends 6 hours per week walking while conducting inspections, driving in good weather and attending meetings. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 3 hours per week requires both speed and accuracy of physical movement when keyboarding to meet SHC Corporate Committee submission and budget approval deadlines. (3A)

On average, 16 hours per week requires accuracy of physical movement to access and process information on the computer, to drive an automobile and to lift equipment/tools during field work. (2C)

On average, 18.3 hours per week requires neither speed nor accuracy of physical movement. (1C)

**EP; CD #45**  
**Teacher Therapist**  
**Regina Provincial Correctional Centre**  
**Justice**  
**Occupational Code: IT1W**  
**Level 10**

**August 2015**

**Main Purpose**

Develops and delivers programs which teach academic, social and personal development skills to inmates in the Regina Provincial Correctional Centre.

**Primary Responsibilities**

Instructs inmates participating in the Adult Basic Education (ABE), General Education Development (GED), literacy, correspondence and special studies programs.

Designs, develops and delivers lessons within curriculum established by Saskatchewan Institute of Applied Sciences and Technology (SIAST) or the Department of Education.

Administers tests such as Canadian Test of Basic Skills (CTBS), ABE and GED to determine educational level of inmates. Administers entry tests for SIAST technical programs (e.g., Welding) and the Department of Education exams for the completion of high school.

Evaluates inmates' progress in the classroom including studies, attitude and behaviour. Maintains records and statistics related to test results, evaluations, attendance and inmate pay.

Provides guidance and counselling to inmates regarding academic and personal issues.

Delivers one module (Self-Esteem) of the Living Skills Program and shares responsibility for the delivery of the Communications Module of the Corrections Worker Training Program (CWTP).

Monitors activities and provides security in the classroom.

Liaises with correctional staff, community agencies, First Nation Band offices, educational institutions etc. regarding inmate progress in the classroom, funding for continuing studies and referral to community programs.

**Factor 1 - Problem Solving (4)**

Problems relate to providing academic instruction and counselling within a correctional facility.

**Level 4**  
Problems include:

1. Inmates with differing learning styles and educational levels in the same classroom.
2. Provincial Curriculum contains instructional materials (e.g., examples of lesson plans, assignments, handouts) that are based on single classroom, single grade level and subject level instruction.
3. Students are not familiar with classroom/institutional setting for learning.

Solutions are achieved by:

1. Assessing learning and educational levels through testing and interviews, designing and developing an individualized program including adapting programs (e.g., ABE), resource material and teaching methods to meet needs of inmates and monitor performance.
2. Designing and developing instructional materials for English & Communications, Social Studies, Mathematics and Science that can be delivered to adult students in a multi (K to 12) classroom setting. Reviewing and applying the foundational and learning objectives as stated in the curriculum guide. Researching resources that support the instructional materials, determining the medium of presentation and scope (i.e. depth) and sequence of presentations in order to introduce, reinforce and test for learning. Reviewing instructional materials with other Teacher Therapists as needed, incorporating suggested changes and producing final materials.
3. Advising and guiding students how to learn in a multi leveled classroom environment (e.g., time management, organizational skills, self-motivation). Assessing learning style and ability through discussion, and marking of assignments. Individualizing instruction and selecting/preparing enrichment or remedial materials and varying the instructional technique (e.g., worksheets, periodicals, publications, tutoring, television). Commenting on assignments appropriate to the student's level of understanding and need and initiating contact to motivate and encourage progress and completion of studies.

**Level 3**  
Problems include:

1. Learning disabilities such as attention deficit disorder.
2. Lack of current resource materials for the classroom as a result of limited budget or cost of materials.



Solutions are achieved by:

1. Identifying the possibility of learning disorder through testing (e.g., CTBS), interviewing and monitoring classroom performance such as the completion of assignments and referring to learning disability specialists for the purpose of designing a specialized program.
2. Identifying other resources to utilize in the classroom such as tutors and guest speakers, reviewing newspapers and magazines for relevant material, seeking donations from individuals and libraries, identifying priority materials and sharing resources with other institutions.

### **Factor 2 - Decision Making (5E)**

#### **A. Level 5**

On a weekly basis makes decisions whether to enforce Correctional Services Act and Regulations or the Criminal Code when violations occur in the classroom or use a warning (e.g., laying charges, seizing property, serving evidence, detaining individuals, removing people from the property, locking offenders down).

#### **B. Level E**

On a weekly basis, threat to the physical safety of inmate(s) occurs when an inmate directly threatens another inmate with physical harm while participating in classroom programming. Makes a decision to intervene in the conflict by separating parties within the classroom, immediately return inmate(s) to cell or terminate the offending inmate from the program. Situations escalate to the point of physical danger once per week.

### **Factor 3 - Human Relations Skill (3E)**

#### **A. Level 3**

Calms inmates who are angry due to test results or evaluations and defuses conflicts and arguments (e.g., personality conflicts, issues originating from cellblock or the street including drugs or a bad debt) between inmates by listening to concerns, discussing and sorting issues with parties and explaining policies and procedures related to academic upgrading. Listens to inmates to gain an understanding of personal issues such as relationship problems with spouse in order to provide counselling with the objective of changing attitudes and behaviour and to make referrals to other programs.

#### **B. Level E**

Provides individualized classroom instruction to inmates including groups of courses such as social studies, science, math, and communication in order for inmates to attain ABE (Grades 5-12) and GED (Grade 12).

#### **Level B**

Designs and delivers the Self Esteem Module of the Living Skills Program (2 1/2 days per week for 8 weeks twice per year) and has shared responsibility for the design and delivery of the Communications Module (2 1/2 days) of the Corrections Worker Training Program (CWTP). Delivers lectures on a variety of social development topics including job skills, self-esteem and parenting. Makes presentations to a variety of groups including high schools and the police college.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

Full responsibility for the work of 1 FTE.

#### **Level 2**

Responsible for organizing work for casual workers on a one to one basis.

### **Factor 5 - Job Knowledge (5D)**

#### **A. Level 5**

Requires knowledge of the principles and theories of adult learning, teaching methodologies, curriculum development, learning styles (e.g., visual, audio) and learning disabilities as well as academic testing in order to assess academic level, adapt curriculum, design lessons and instruct inmates participating in programming related to academic upgrading.

Requires a Professional A teaching certificate issued by the Province of Saskatchewan. This is a statutory requirement and is typically obtained through four years of post-secondary education (e.g., Bachelor of Education).

#### **Level 4**

Requires knowledge of the principles and practices of counselling theories (e.g., active listening, non-judgmental) in order to provide direction and support to inmates, human behaviour relating to motivation and the contributing factors of criminal behaviour (e.g., substance abuse, social environment), cultural awareness and

conflict resolution in order to resolve disputes between inmates.

#### **B. Level D**

Requires knowledge of the corrections programs as it relates to the delivery of classroom activities to inmates, inmate pay and security levels in order to complete inmate pay cards and select inmates to attend the classroom, inmate discipline in order to lay charges and security (e.g., the movement of inmates).

Requires knowledge of educational programs (e.g., SIAST ABE or Life Skills) in order to administer tests, adhere to curriculum and explain programs to both staff and inmates. Knowledge of the Department of Education policies and standards relating to class prerequisites, course credits, examinations and curriculum is also required in order to adapt and meet curriculum and administer exams. Also requires knowledge of academic subject areas such as English, math, social studies (grades 5-12) in order to provide instruction and testing to inmates.

Knowledge of the Community Training Residence program is required in order to provide recommendations regarding an inmate's suitability and to plan classroom activities to coincide with a potential early release.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, spends .5 hours per week intervening with angry or hostile inmates in classrooms. (5A)

On average, spends 4 hours per week exposed to inmates directing anger and/or hostility at the job and noxious fumes from the maintenance shop (e.g., welding, paint) located in the same building as the classroom. (4B)

On average, spends 15.5 hours per week in contact with inmates with communicable diseases such as Tuberculosis or Hepatitis A, driving in adverse weather conditions (e.g., winter storms), while escorting inmates and visitors to and from the classroom and performing repetitive movements when wordprocessing and data entry (10 hours). (3D)

On average, spends 11.3 hours per week exposed to rude and impolite inmates, working with background noise

(grinding from maintenance shop) with no opportunity to remove oneself, handwriting reports (4 hours) and driving in good conditions. (2C)

On average, spends 6 hours per week exposed to deadline pressures caused by interruptions when designing lesson plans and grading exams (2 hours), insects, mice, heat, unpleasant odours and cleaning agents and in contact with inmates with communicable diseases such as colds. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, spends 2.5 hours per week interacting with hostile inmates and providing academic instruction to inmates who have learning disabilities such as attention deficit disorder. (3A)

On average, spends 32.3 hours per week delivering presentations, lectures and individualized academic instruction, wordprocessing and data entry, designing lesson plans, designing and grading exams, handwriting reports, interacting with offenders who are rude and impolite and providing support and counselling to inmates. (2E)

On average, spends 2.5 hours per week lifting boxes and books up to 8 kg. when cleaning or reorganizing the classroom, walking while escorting offenders to and from main facility and walking up stairs within the correctional centre. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

On average, requires speed and accuracy of physical movement .5 hours per week when using radio equipment to call for security backup in emergency situations and activating a personal panic alarm. (3A)

On average, 16 hours per week requires accuracy of physical movement when entering data, word processing, handwriting reports, operating calculator and audio equipment and driving. (2C)

Neither speed nor accuracy of physical movement is a major consideration the remaining 20.8 hours per week. (1C)

**EP; CD #48**  
**Court Clerk**  
**Regina Provincial Court**  
**Court Services Division**  
**Justice**  
**Occupational Code: RJCW**  
**Level 7**

**September 2007**

Liases with police agencies, crown prosecutors, defence counsel, accused persons, and members of the public regarding offenders, court appearances and dispositions, policies and procedures.

Enters data (e.g., name of accused, offence, fine amount, orders of the court) or ensures data is entered by clerical staff on Justice Automated Information Network and completes court documents according to the court order.

Forwards cassette tapes, completed files and exhibits to Court of Queen's Bench when accused is committed for trial.

### **Main Purpose**

Acts as the chief courtroom official providing the judiciary with administrative support while Court is session.

### **Primary Responsibilities**

Maintains order in the courtroom, opens/closes Court and authenticates Orders of the Court. Administers oaths, records proceedings, maintains custody and control of exhibits, operates and monitors tape recording equipment and prepares and issues documentation according to legislation.

Travels to circuit courts, accepts payments for fines and balances monies at the end of the day, extends fine due dates, prepares court documents.

Enters data or ensures data is entered onto the Justice Automated Information Network (JAIN).

Attends sentencing circles to record proceedings and transcribe recommendations.

Authorizes a variety of court documents and informs offenders of the provisions of the Criminal Code (e.g., release documents; probation orders). Administers oaths (affirmations and declarations) when swearing information and affidavits.

Arranges daily files for the presiding Judges to review before court sittings commence. Ensures pertinent documents and original information is before the court and is sworn and documents such as criminal records have been removed on trial matters.

Produces the daily court docket from JAIN identifying the cases, charges, and names of accused and type of hearing (e.g., bail) to be heard. Retrieves files set for court and ensure the information from JAIN matches the file (e.g., name of accused, charge), and co-ordinates multiple documents for co-accused and same accused court cases.

### **Factor 1 - Problem Solving (3)**

Problems are associated with completing and processing legal documents and court orders.

#### **Level 3**

Problems include:

1. Conflicting statements, errors and omissions made by others in orders of the court (e.g., court order fails to indicate mandatory driving or firearms suspension, missing surcharges, orders lacking precedent or under new legislation, release conditions, remand conditions, jail sentence exceeding maximum penalty.)

Solutions are achieved by:

1. Referencing and researching various statutes of the Criminal Code in relation to the information provided in the document. Court ordered documents can only be processed if research (e.g., tactfully consulting with the court or legal council for clarification and referencing governing Acts that pertain to the offence) indicates the wording and terminology are correct and consistent with the sentence that was passed incourt.

#### **Level 2**

Problems Include:

1. Too many trial or preliminary hearing matters set to complete in time allotted.
2. Soft spoken counsel/witness.

Solutions are achieved by:

1. Verifying if another court has time to take the overload and if so, move those cases to that court room; finding another date; or arranging for an additional judge, court clerk and court room if available; contacting parties to notify of any changes.
2. Warning transcriber; requesting court to ask witness to speak up; changing speed on tape

recorder.

## **Factor 2 - Decision Making (4B)**

### **A. Level 4**

Makes decisions within policies and procedures which are not reviewed. Decisions include extending fine payment dates, placing information on the bench not set for a court sitting and determining court documents to be prepared before and after court hearing.

### **B. Level B**

As directed by the courts, on a weekly basis, the job pro-rates restitution payments to victims, verifies and co-signs the amount of the payments and co-signs the municipal and provincial portion of revenue cheques thus ensuring the financial liability of the department is upheld.

### **Level A**

On a weekly basis, when on circuit court receives and balances all monies received (e.g., fine, bail, and restitution).

## **Factor 3 - Human Relations Skill (3C)**

### **A. Level 3**

Resolves conflict by persuading clients to accept established court policies and procedures who are upset with decisions made by the court (accused person refusing to sign a court document, disputing order of the Court, client insisting on talking directly to the Judge, or lawyers insisting their case is priority.) Explains court process, interpretations, and options available (accused remains in custody or matter is put back into court, obtaining tape recording of the proceedings and relaying exact court order) to try and help the client. Persuades lawyers to accept the hearing schedule and understand that cases are prioritized according to policy.

### **B. Level C**

Verbal, written and listening skills are required to comprehend, interpret and communicate information pertaining to the application of legal documents, statutes and judgements of the court (e.g., Firearms Bill, Sentencing reform Bill, Canadian Evidence Act, Notaries of Public Act, Justice of the Peace Act) to lawyers and judges. Errors and omissions identified during court proceedings and in written court orders are brought to the attention of the judge (e.g., release of a dangerous offender does not include "no contact" provisions as required by the court order, ban on

firearms without restrictions to other weapons, bail set without specifying the type of surety) and may be challenged because of the implications associated with changing court ordered decisions.

### **Level B**

Provides explanations regarding judgements of the court to the accused (e.g., fine payment options, mandatory orders of prohibition, no contact provisions) ensuring understanding of their legal obligations and the consequences of non-compliance.

### **Level A**

Explains information regarding provincial court policies, procedures, and legislation to the police, RCMP and lawyers. Advises the administrative judge, prosecutors and counsel on unusual cases coming before the courts (e.g., high profile cases, cases involving minors, knowledge of any threats of bodily harm to a particular judge.) Advises social workers on proper forms to be completed and Judges instructions for report preparation.

## **Factor 4 - Responsibility for Work of Others (3)**

### **Level 3**

Permanently assigned shared supervisory responsible (assigning, distributing, co-ordinating and monitoring the achievement of goals or objectives) for the work of 1 FTE.

## **Factor 5 - Job Knowledge (3C)**

### **A. Level 3**

Requires Justice of the Peace appointment in order to: preside as court official in absence of and on the instructions of the presiding Judge to, for example, adjourn proceedings, remand an accused; administer oaths, affirmations, and declarations; and certify documents. Requires knowledge of court protocol, policies and processes in order respond to inquiries, interact with the Judiciary and prepare legal documents. Requires knowledge of legal terminology in order to record legal proceedings, respond to inquiries; maintain accurate court records; interpret, decipher, complete and authorize court orders; and comprehend and apply the orders of the court.

### **B. Level C**

Requires knowledge of services available to accused persons (e.g., Fine Option Program, Probation Services, Legal Aid, Driving Without Impairment Program, Bail

Supervision, Youth Judicial Intern Release Program, Intensive Supervision, Spouse Batters Program, Community Training Residence Programs, Family Services, Mental Health Services, Mediation Services, John Howard and Elizabeth Frey Society, Community Services, Fine Option Program, Open Custody Program, Provisional Driving Licence, Alcohol/Drug Treatment Programs, Victims Services, Mobile Crisis Services, legal aid.)

Requires knowledge of procedures used in Circuit Court, Small Claims Court and Provincial Court (e.g., issuing claims, summonses, service of pleadings, trial procedures, processing judgements and registration of judgements and issuing writs of execution, revenue and disbursements polices, procedures for fines and fee collections regarding restitution for victims of crime).

Requires knowledge of JAIN in order to enter and retrieve data; provide information to clients, prosecutors, lawyers, police officials, and accused persons; and to prepare documents in accordance with court orders.

Knowledge is applied giving advice to clients, preparing court orders, facilitating client compliance with provisions in Court Orders and legislation and providing the judiciary with administrative support while Court is session.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 3A**

On average, spends .5 hours per week exposed to direct and imminent danger from interacting with hostile and angry clients. (5A)

On average, spends 7 hours per week travelling in severe weather, interacting with hostile and verbally abusive individuals where there is threat to personal safety and exposed to bodily fluids when removing exhibits which are covered in blood from protective bags and holding exhibits for jury persons to see. (4B)

On average, spends 26 hours per week performing repetitive movements (i.e., writing - 20 hours), driving in adverse weather and on gravel roads and interaction with persons with communicable diseases (e.g., Hepatitis A). (3E)

On average, spends 4 hours per week performing repetitive movements (i.e., data entry and retrieval - 4

hours); driving in good conditions and exposed to unpleasant odours (i.e., sweet grass). (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 5 hours per week working with hostile clients who have learning, speech or language barriers; and lifting weights over 18 kgs (e.g., court supplies consisting of tape machine, typewriter and legal forms). (3A)

On average, spends 29 hours per week sitting in Docket Court where freedom to walk about does not exist entering data and verifying legal documents where interruptions disrupt the completion of the task and driving lifting/pulling weights between 8 and up to 18kg. (e.g., court exhibits); and interacting with rude and impolite people. (2D)

On average, 2 hours per week involves walking; walking up stairs (e.g., courtrooms are on different floors) and lifting/pulling weights less than 8kg, and standing. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

On average, 20 hours per week requires both speed and accuracy of physical movement when entering data onto variety of court documents of which large volumes must be completed within short time frames handwriting court dispositions so that court documents can be prepared and given to the accused immediately following court. (3C)

On average, 16 hours per week requires accuracy of physical movement when transporting exhibits to and from court, driving; data entering, and displaying court exhibits for the crown, defence counsel or witness. (2C)

Neither speed nor accuracy of physical movement is required for the remaining 1 hour per week. (1A)

**EP; CD #49**  
**Security / Detention Officer**  
**Court Services Division, Saskatoon**  
**Justice**  
**Occupational Code: RJDW**  
**Level 5**

**December 2009**

Provides information regarding courtrooms assigned to certain trials, and pending court matters to the public, judges, aboriginal court workers, and lawyers.

Preserves the security of court exhibits by moving the exhibits to and from locked rooms or to the Court of Queen's Bench Building.

Testifies in court and at sentencing circles.

Evacuates building in case of emergency preventing injury while maintaining security of accused persons.

### **Main Purpose**

In a safe and secure manner transports, escorts and holds accused adults and youth awaiting court appearances. Provides security while court is in session to judges, courtroom staff, witnesses, lawyers and members of the public within the courtroom and in public corridors, cellblock and common areas.

### **Primary Responsibilities**

Inspects all courtrooms, cell blocks and rest rooms for contraband (e.g., weapons, drugs) prior to opening the building, and before and after all court matters.

Escorts prisoners from detention holding cells to and from courtrooms ensuring they are secure and fully protected from the general public, prevents approaches to the bench, breaches of the peace (e.g., intoxicated individuals in the courtroom) and possible escapes.

Transports and receives accused (e.g., adults and youth) persons from police, RCMP, Kilburn Hall and the Correctional Centre; assigns cells; searches accused persons; completes paperwork (e.g., fingerprints; personal information); files property bags; and types booking sheets.

Arrests or detains any persons with outstanding warrants (e.g., person is paying an outstanding fine and has a warrant out for a separate matter); and who have committed infractions of the Criminal Code, Provincial and Federal statutes within the Provincial Court Buildings (e.g., person taking drugs in washroom).

Releases persons in custody once release conditions (e.g., time served; undertaking) are met.

Prepares and distributes fine notices such as (e.g., fills out form with the fine amount and the date due), court attendance reminders (e.g., fills out form containing the court date, time and courtroom.) notification of driving suspensions (e.g., inform offender they must remain in the courthouse until all documentation is complete and licence is turned in), and pre-disposition report requests (e.g., inform offender of where to take forms to have report prepared).

### **Factor 1 - Problem Solving (2)**

Problems relate to providing safety and security at the Saskatoon Provincial Court to persons in custody awaiting court appearances, and to judges, court staff, witnesses, lawyers and members of the public within the courtroom, public corridors, cell block and common areas.

#### **Level 2**

Problems include:

1. Offenders fighting (physically or verbally) and offenders arriving well before court appearances increasing the crowding within cells or offenders arriving in large numbers in a short period of time.
2. Documentation not following prisoners when arriving from other institutions or agencies or being advised of warrants for persons to be arrested without documentation on hand.
3. Correctional facilities refusing prisoners due to mistakes or omissions on warrants.

Solutions are achieved by:

1. Assigning cells in a manner that reduces tension by considering the offender's history and mix of offenders in the cells and ethnic background; and monitoring the cells through video cameras.
2. Contacting original agency to alert them that the paperwork must be sent in order to hold accused in custody.
3. Reviewing warrants before a person in custody is transported, however, if an error is found by a correctional facility and the court staff have gone for the day, arrange for the RCMP or City Police to keep the offender overnight. The paperwork will be prepared the next day and the offender transported to the facility.

**Factor 2 - Decision Making (4E)**

**A. Level 4**

Make decisions within policies and procedures. The majority of these decisions are not reviewed and include: assigning cells; contacting outside agencies to obtain legal documents; releasing accused, and removing persons from the court room.

**B. Level E**

Several times a week makes corrective decisions that alleviate physical threat to others where situations escalate to the point of physical danger. Decisions include cell assignments, breaking up fights within the cells, obtaining additional security during court cases (e.g., metal detectors) and determining whether to hold court in the courtroom or in the police van/cell. These situations are volatile and require immediate responses.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Explains and defends security and detention program policies and procedures (e.g., family members demanding the release of an accused, why they aren't allowed into the detention area) to the accused, family members and their friends. This includes legal requirements for release such as holding inmates until their legal documents are complete, why personal effects for accused are prohibited from the detention area and bail provisions.

**B. Level B**

Provides tours of the Provincial Court Building to psychiatric nursing students, new judges, lawyers and prosecutors. Content includes explaining court procedures and what happens to the accused persons before, during and after a court appearance.

**Factor 4 - Responsibility for Work of Others (2A)**

**Level 2A**

Responsible for checking and verifying the accuracy of remand and committal warrants, bail and other conditions imposed on accused (e.g., release to mother, Youth Worker etc). Errors in documents are returned to the originator (e.g., Judicial Officer, Justice of the Peace, and judiciary) with a follow up to ensure corrections have been made.

**Factor 5 - Job Knowledge (3B)**

**A. Level 3**

Requires knowledge of aspects of social work such as human behaviour and social functioning that involve interviewing and conflict resolution techniques to recognise and refer issues of client safety to Social Workers. Requires knowledge of law related to criminal charges and verbal and written communication skills. Knowledge is applied assessing accused, explaining legal procedures and documents (e.g., release documents) and while performing searches and seizing items.

**Level 2**

Requires knowledge of computers to provide and obtain information.

**B. Level B**

Requires knowledge of provincial court policies and procedures in order to: search, arrest, and detain persons waiting for their court appearance; provide information to accused, public, judges, lawyers and other government employees; and preserve the security of court exhibits. Requires knowledge of security equipment (e.g., handcuffs, leg irons and metal detectors) in order to remove/put equipment on accused persons and ensure metal is not brought into the courtroom.

**Factor 6 - Working Conditions**

**Overall Rating - 4A**

On average, 3 hours per week involves direct and imminent danger from interacting with angry and hostile people. (5B)

On average, 24 hours per week involves exposure to contagious diseases through bodily fluids (e.g., Hepatitis B and C, HIV), and interacting with angry and verbally abusive people. (4E)

On average, 1 hour per week involves exposure to contagious diseases (e.g., Hepatitis A; active Tuberculosis). (3A)

On average, 8 hours per week involves performing repetitive movements (i.e., writing, keyboarding) and interacts with rude and impolite people. (2C)

**Factor 7 - Demand**

**Overall Rating – 3A**

On average, spends 20 hours per week pulling weights over 18 kg. (e.g., opening and closing metal doors to the cells, carrying court exhibits); restraining accused (e.g., fighting in the cells) and physically removing persons from the building (e.g., disrupting court). (3C)

On average, spends 16 hours per week pushing weights pushing persons in a wheelchair, monitoring cells walking up stairs, completing legal documents and accompanying accused persons to and from court. (2C)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, spends 8 hours per week requiring speed and accuracy of physical movement completing legal documents during court proceedings (e.g., fine notices, and court date). The documents must be given to the accused immediately following the court appearance. Speed and accuracy are also important when admitting or discharging accused persons (e.g., large numbers of accused arrive at the same time to be admitted into the courthouse). (3B)

On average, spends 12 hours per week requiring speed or accuracy of physical movement while restraining accused and keyboarding. (2B)

Neither speed nor accuracy of physical movement is important the remaining 16 hours per week. (1C)



**EP; CD #51** **September 2007**  
**Petroleum and Natural Gas Technician**  
**Petroleum and Natural Gas Division**  
**Saskatchewan Energy and Mines**  
**Occupational Code: RPDW**  
**Level 7**

### **Main Purpose**

Inspects and investigates well and/or battery sites to ensure compliance by oil and gas companies with provincial laws and regulations.

### **Primary Responsibilities**

Conducts inspections at well and/or battery sites and contacts operators to request remedial actions. Inspects and witnesses:

- Pressure testing of blow out prevention equipment on drilling and service rigs.
- Dry hole abandonment programs ensuring correct cement calculations, proper placement of plugs and observance of required waiting times prior to probing for the abandonment plugs.
- Pressure tests conducted at plug backs and cement squeeze jobs to ensure various formations are sealed off.
- Annulus checks on pressure maintenance water injection and salt water disposal wells.
- Pressure testing of various pipelines registered under *The Pipelines Act*.
- Segregation tests on multi-zone wells.
- The location of remote drilling fluid sumps prior to providing formal approval.
- The installation of buried tanks and monitor wells prior to providing formal approval of installation.

Inspects abandoned well and battery sites to ensure the surface area has been restored to meet specific standards.

Obtains and analyzes information on fluid from buried tanks and monitor wells, gun perforations, swabbing data, initial production figures, completion and stimulation details to ensure consistency with regulations and policies.

Conducts stand up pressure tests on salt water and emulsion lines. Conducts production tests on oil and gas wells to ensure compliance with the department established gas/oil and water/oil ratios, maximum permissible rates and daily allotments.

Gathers information and drafts documents to help the senior district officer in submitting weekly, monthly and reports to Regina office. Keeps wall maps updated, checks weekly drilling reports, and obtains morning reports from industry. Compiles data to respond to inquiries or complaints (e.g., landowner's complaints relating to drilling, seismic or production operations).

### **Factor 1 - Problem Solving (3)**

#### **A. Level 3**

Problems relate to violations of a variety of acts and regulations associated with oil and gas exploration, production and abandonment. Problems include:

1. Land owner complaints of oil or salt water spills occurring on their land.
2. Complaints about an obnoxious odour.
3. Unauthorized dumping/dispersing or spreading of oilfield waste.
4. Companies who request to deviate from routine abandonment requirements.

Solutions are achieved by:

1. Conducting a field inspection and documenting findings (e.g., fluid spill; air quality problem) and identifying if the problem is in an environmentally sensitive area (e.g., designated park land); considering if the landowner has an ulterior motive (e.g., has a vendetta against the oil company); updating landowner on action taken and findings; contacting responsible oil company and advising them of complaints made against them, and in situations where there is evidence that the company is responsible for the damage, directing them to contact the landowner to explain the remedial action they are taking to restore the land to its natural state (e.g., treat site and/or remove oil).
2. Conducting a field inspection to verify that there is an obnoxious odour; identifying the cause of the odour (e.g., hydrogen sulphide); considering the production or service activity occurring in the area; contacting companies closest to the area of concern to address the odour (e.g., undertake a construction program to implement new equipment to address the odour); and monitoring area to ensure that companies are completing the activities agreed to.

3. Conducting a field inspection and conducting tests to identify contaminant (e.g., oil, salt water drilling mud systems) and quantity of contaminant; identifying if there is a threat to public safety (fire hazard, water supply); examining regulations to decide if the contaminant is to be removed; and contacting responsible company (e.g., trucking firm, oil company) to inform them of the corrective action necessary (e.g., remove contaminated water from landowners dugout and treat with a goal of revitalizing the dugout to its state prior to the contaminants being dumped into it); requesting action plan from transport company; approving and monitoring the completion of the plan of action.
4. Examining proposal to determine the consequence of this action (e.g., zone communication as zones carry salt water, fresh water, or sand etc.); identifying if this is an issue of economics versus effort (e.g., a cement retainer is more expensive than a bridge plug); identifying why the required abandonment program cannot be followed (e.g., equipment/tools are stuck in the hole); compiling a history of the well and problems associated with the abandonment to date (e.g., other equipment lost in the hole; past problems with pressure test); identifying alternatives (e.g., rigging a slim hole tubing that could slip by the stuck equipment in the hole to get cement down to the zone that needs to be abandoned); advising the oil company of their responsibility; approving or denying their suggested plan of action; and explaining regulated procedures.

### **Factor 2 - Decision Making (4D)**

#### **A. Level 4**

Makes decisions within regulations, policies and procedures which are not reviewed. Decisions include: ordering the continuance or cessation of any remedial work or action (e.g., drilling with faulty blow out prevention equipment or producing a well with faulty equipment causing fluid loss, spill clean ups, inadequate surface restoration of abandoned locations, shut in of transfer lines which fail yearly tests); approving open and cased hole abandonment; and deviating from third line leak policy. Decisions that are outside regulation, policies and procedures (e.g., during drilling operations oil company requests permission to dispense with normal logging requirements) are referred for a decision.

#### **B. Level D**

Environmental hazard exists from situations such as

#### Petroleum and Natural Gas Technician

unauthorized dumping / disposing of oilfield waste, inadequate abandonment of a well site and drilling or service rigs that have a faulty piece of equipment. Corrective decisions include: ordering a company to clean up a site and approving its action plan to remove contaminants; and ordering the company to repair a piece of equipment (e.g., fire proof hoses, pressurized equipment). These decisions are made on a daily basis.

Environmental hazard exists from overproduction of a well. Corrective decisions include: closing a work site by shutting in a well or suspending drilling or servicing operations. These decisions occur on a monthly basis.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

Mediates complaints between landowners and oil /seismic companies where conflict has lasted numerous months or years. In some cases the landowner refuses to talk to the company, or allow further access to property, or is not satisfied with the actions being taken to rectify a situation. Examples include: a rancher complains that cattle have died after drinking from a dugout which may have been polluted by material from nearby oil field activity; landowner believes a water well has gone dry or is contaminated due to oil field activity; landowner is not satisfied with the clean up operations performed on their land; farmer believes that a section of land is no longer growing crop due to well abandonment activity.

Based on investigative results which are not necessarily conclusive, determines whether the accused party is at fault, and explains what actions must be taken to resolve the situation and why (e.g., company must drill the landowner a new well; company must perform further clean up activities; company must go back and restore the farmer's pasture).

#### **B. Level C**

Verbal, written and listening skills are required to provide technical explanations to managers of transmission and oil and gas companies, farmers and ranchers. For example, explains test sequencing requirements, results and remedial actions required to identify alternatives that can be pursued in order to meet regulations, legislation and policies.

Writes letters outlining remedial action requirements for companies to take and explains the application and interpretation of legislation and regulation for violations that have occurred. Instructs professional oil company personnel and field operators on production test methods

and analysis.

#### **Level A**

Informs oil operators as to the mechanics and make up of the wellhead and the procedures for conducting a test on the annulus for a disposal well.

### **Factor 4 - Responsibility for Work of Others (2A)**

#### **Level 2**

Occasionally, responsible for assigning work and providing guidance to a summer student.

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires knowledge of the oil and gas production system and treatment of oil, gas including the equipment used in the oil and gas well drilling and production operations at well sites and on drilling and service rigs.

Requires knowledge of equipment including: flow lines, satellite, batteries, booster stations, vapour recovery tanks, compressor station, disposal wells, well head equipment, down hole packers, retainers, bridge plugs, surface and production casing, positive displacement pumps, dehydrators, pipelines, tubing anchors, lubricators, separators, oil storage tank burners and treatment burners, flare eliminators, regulators on pressure vessels. Requires knowledge of equipment pressure ratings, and how equipment operates (e.g., how nitrogen cylinders, remote controls, and rotating heads work on blow-out prevention equipment; how an accumulator works; how power swivels and air shut offs work on drilling and service rigs; how dehydrators work at gas compressor stations).

Requires knowledge of meters and gauges (e.g., combustible gas detector, dead weight measurement tester, gas meter measurement gauge, PH and electrical conductivity meter, pressure gauges) to conduct tests such as annulus tests, pressure tests, production tests, injection well tests, (e.g., to ensure that valves, piping, well head equipment meet pressure rating standards).

Knowledge is applied in conducting inspections and tests to ensure that equipment operation, maintenance and design meet requirements and standards. Knowledge is normally obtained through the completion of a 2 year technical diploma in mechanical or petroleum engineering.

#### **B. Level C**

Requires knowledge of petroleum development programs and services relating to the exploration, drilling and production of oil and natural gas. This includes knowledge of pipeline requirements, sedimentary basin geophysical exploration policies and the provincial survey system. Also requires knowledge of safety precautions regarding H<sub>2</sub>S, first aid, CPR and Defensive Driving. Requires knowledge of the oil industry's operations (e.g., battery facilities, well sites, completion, abandonment operations, spill clean ups). Knowledge is applied in conducting inspections, investigations and testing at well and/or battery sites to ensure compliance by oil and gas companies.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 3A**

On average, spends 28.8 hours per week travelling on Tote roads, interacting with hostile individuals when explaining remedial action requirements, exposed to high pressure systems and noxious fumes (e.g., natural gas, H<sub>2</sub>S) when conducting field test and inspections at well sites. (4E)

On average, spends 1 hour per week driving in adverse weather conditions. (3A)

On average, spends 1.25 hours per week interacting with hostile individuals receiving complaints. (2A)

On average, spends 6.25 hours per week keyboarding, photocopying, faxing, driving in good weather conditions and working on slippery surfaces while carrying out field inspections. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 1.25 interacting with hostile individuals when mediating disputes. (3A)

On average, spends 30.53 hours per week conducting field inspections of well and/or battery sites (i.e., hiking to potential oil sites, witnessing or conducting tests, updating wall maps, walking on slippery surfaces, climbing ladders, and lifting equipment over 8kgs), driving on tote roads or in adverse weather, keyboarding, and interacting with rude and impolite people. (2E)

On average, spends 5.5 hours per week photocopying, faxing, answering general inquiries, driving in good conditions and loading sampling equipment up to 5 kgs. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, .25 of an hour per week requires both speed and accuracy when performing field tests and recording the results (e.g., Gas Migration Testing). (3A)

On average, 25 hours per week requires either speed or accuracy of physical movement when conducting field inspections (e.g., taking measurements, recording test results, calibrating meters and gauges, updating wall maps, loading equipment, climbing ladders, walking on slippery surfaces), driving in good conditions or on Tote roads, keyboarding, faxing, and photocopying. (2D)

On average, 12.05 hours per week requires neither speed nor accuracy of physical movement. (1B)

EP; CD #53

December 2009

Conservation Officer – Entry Level

Operations Division

Environment & Resource Management

Occupation Code: RCOW

Level 6

### Main Purpose

Under the direct supervision of a Senior Conservation Officer enforces environment and resource management legislation, educates and advises the public, delivers resource protection programs and provides security services in a provincial park.

### Primary Responsibilities

Patrols the provincial park and administers the park security program, investigates public complaints and issues warnings, tickets or charges/evicts individuals who do not comply with park regulations (e.g., consuming alcohol in areas of the park other than their campsite); provides information to park patrons (i.e., where services are available); and represents the park authority after normal office hours.

Enforces natural resource related acts and regulations by responding to public complaints (e.g., turn in poacher calls), engaging in regular enforcement patrols, and conducting forest operation compliance checks.

Delivers department programs and services including wildlife damage prevention, fish stocking program, nuisance wildlife control and environmental inspections.

Makes presentations to the public and in schools and responds to public inquiries regarding department programs.

Makes court appearances as a result of enforcement of acts and regulations.

Maintains enforcement files as well as department working files and maintains and repairs department equipment.

Participates in department surveys monitoring fish and wildlife populations, under direction of the regional biologist.

### Factor 1 - Problem Solving (3)

#### **Level 3**

Problems relate to resource protection and requests from the public and resource user groups for access to resources. Problems include:

1. Observed violator refuses to supply identification or provides false information regarding their identity.
2. Evidence is inaccessible and need to obtain a search warrant.
3. Receive a Turn in Poacher (TIPS) call about someone hunting illegally.

Solutions are achieved by:

1. Contacting the Enforcement Centre to verify validity of information, arresting violator until information is obtained, interviewing other individuals involved.
2. Investigating offenses and compiling information (gather evidence, take statements, issue tickets and/or seizure receipts) taking into consideration legal authority and exigent circumstances. Under the guidance of a Senior Conservation Officer, completing documents to obtain a search warrant, completing the search warrant, and having the information and warrant sworn.
3. Contacting the complainant and documenting pertinent information, participating with Senior Conservation Officer in investigating the complaint, gathering evidence, taking statements from involved parties, reviewing conflicting information, considering legislated legal authority, case law, relevance and continuity of evidence, drawing conclusions and implementing legal action.

### Factor 2 - Decision Making (5E)

#### **A. Level 5**

On a weekly basis, has authority to use discretion as to whether to enforce resource based legislation that has been violated (e.g., laying charges, seizing equipment, arresting, or detaining individuals). Depending on the individual situation decides whether to enforce the legislation or issue a warning.

#### **Level 4**

Makes decisions within park/policy guidelines and applies legislation. The majority of these decisions are not reviewed and include: issuing tickets, evicting noisy park patrons or careless drivers, and telephoning parents to pick up their adolescent(s).

#### **B. Level E**

Individual enforcement decisions protect the violator and members of the public in the immediate vicinity, from possible injury. For example: directing hunters and boaters to comply with safety requirements (e.g., correct clothing, life jackets); intervening in domestic disputes and violence between park users; stopping impaired drivers; stopping vehicles which have been

speeding or have a loaded firearm in the vehicle;  
removing of nuisance wildlife by trapping.

These situations occur on average once a week and involve unruly members of the public who must be apprehended, including authority to use the force continuum (i.e., physical force) to detain the violator. This requires making an immediate assessment of the violator's behaviour to determine how much force will be necessary.

#### **Level C**

Environmental hazard exists from excessive timber harvesting, illegally harvesting fish or wildlife, improper dumping of sewage/chemicals. Corrective decisions include prevention by issuing tickets (fines); prosecuting individuals or companies, seizing, confiscating, or impounding firearms and/or fish or wildlife caught illegally. These decisions are made on a weekly basis.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Persuades patrons to comply with conditions of camping permits and park regulations when there is a campsite disturbance involving alcohol.

Explains regulations in cases where a violation has occurred and defends charges made to the individual charged and in court. Conflict arises when the individuals caught offending deny their activity or claim that it is not illegal (e.g., an impaired driver, an individual vandalizing property in the campground, poaching, hunting out of season). Also explains department policies and regulations in response to individual complaints and at public meetings (e.g., rates or fees they feel are too high or that they should not have to pay).

#### **B. Level B**

Designs and delivers presentations to schools, the Scouts and Brownie groups on endangered species, awareness of wildlife and their needs, the trapping and fur industry, forest fire prevention, and the role of the conservation officer. Writes activity reports for the supervisor describing situations such as detaining a driver who appears to be impaired, weapons discharge, domestic disputes or evictions.

#### **Level A**

Responds to general inquiries from the public relating to acts and regulations, and department policies and procedures (e.g., nuisance wildlife control).

### **Factor 4 - Responsibility for Work of Others (1)**

#### **Level 1**

No direct responsibility for the work of others.

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires general knowledge of the renewable resources and ecosystems within the province. This includes: anatomy, biology and taxonomy of fish and wildlife species; indigenous tree species and their diseases; design, layout, surveying and maintenance of parks; geography, geology and weather. This knowledge is required to protect natural resources from misuse and protect the environment from careless and intentional abuse.

Requires knowledge of surveying in order to conduct surveys for the regional biologist, log scaling techniques to conduct forest operation inspections, and boat safety to conduct patrols.

Requires knowledge of law enforcement including: due process in the legal system; interpretation of acts and regulations; legal documents for enforcement such as search warrants; information required to lay charges; methods of seizure and what can be seized in order to request a search warrant, conduct a legal search without a warrant and lay charges.

Requires knowledge of human behaviour, self defense, cross-cultural interactions, interrogation and investigation techniques, and dealing with hostility in order to safely defuse violent situations and conduct investigations.

Typically this knowledge is obtained through completion of a renewable resources diploma.

#### **B. Level C**

Requires knowledge of department programs and services related to fisheries, forestry, wildlife, lands, environment and parks in order to participate with Senior Conservation Officers in administering department programs and conducting enforcement activities (i.e., park security) within the district. For example: stocking fish; collecting camping fees; controlling and compensating deer depredation on bale stacks and field crops; conducting investigations; seizing evidence (e.g., fish, vehicle); issuing tickets and permits; conducting forestry operator inspections, patrols, road side inspections, fish and wildlife surveys, and arrests; making presentations.

Requires knowledge of commercial harvesting and processing operations such as forestry operators (e.g., post and rail operators, FMLA holders), commercial fishermen and outfitters. This knowledge is applied in issuing permits and licences, and inspecting operations to ensure compliance with regulations and is performed under the guidance/direction of a Senior Conservation Officer.

Requires knowledge of department policy and procedure manuals related to resource programs in order to follow it in the delivery of the programs. Also requires knowledge of the Conservation Officer Protocol Manual in order to follow the guidelines for officer conduct.

Requires knowledge of the operation of a variety of equipment required in field (e.g., CVA unit, radios, boats, ATV's, snowmobiles).

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 2A**

On average, 2 hours per week are spent conducting direct in-person intervention with individuals exhibiting angry or hostile behaviour (e.g., intoxicated park patrons); travelling by car, boat or snowmobile on patrol in extreme temperatures; travelling on ice covered creeks and lakes; pursuing individuals at high speeds. (5A)

On average, 7 hours per week are spent working with angry or hostile people who are threatening physical harm together with partner; working with dangerous wildlife; coming in to contact with body fluids when administering first aid. (4B)

On average, 10 hours per week are spent operating vehicles off road; travelling by boat on rough water or by snowmobile while conducting patrols; working in close proximity to problem wildlife; travelling in low flying aircraft or helicopters; handling diseased wild game carcasses; exposed to loud noises from snow ploughs, firearms, motors. (3C)

On average, 2 hours per week are spent interacting with rude and impolite people (e.g., campers not wanting to pay fees, impaired individuals). (2A)

On average, 16.3 hours per week are spent operating a vehicle in good conditions; in contact with insects, dampness, motor oil, and grease while on foot patrols and working on equipment; unpleasant odours at dump fires, kill sites and when pulling nets. (1D)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, 4 hours per week are spent arresting and/or restraining unruly park patrons, self defence training, walking through dense underbrush, loading equipment over 18 kg. (e.g., snowmobiles, fire fighting equipment), and running in pursuit of violators or rushing to fires, interacting with hostile individuals, operating snowmobiles and ATV's in rough conditions, driving a patrol vehicle at night with no lights, operating shop tools, launching and loading boats and approaching another vessel, and shooting firearms and tranquillizer guns. (3A)

On average, 17.3 hours per week are spent operating ATV's or snowmobiles during fire fighting or on patrol, walking on rough terrain while conducting resource investigations, fire fighting, at kill sites, or on logging inspections, kneeling while working in the shop, crouching/stooping while loading equipment and supplies, and operating boats on rough water during fisheries patrols; interacting with rude and impolite individuals; and typing, plotting locations on maps and fill out forms. (2B)

On average, 16 hours per week are spent sitting doing paper work, reading, and attending meetings, standing filling out forms, walking around the office or the shop, and lifting/pulling weights up to 8 kg. while in the shop or field. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 4A**

On average, 2 hours per week are spent performing activities where speed and accuracy of physical movement are required including operating a CVA vehicle during high speed chases, restraining others, using firearms, conducting a search and seizure, using handcuffs or pepper spray. (3A)

On average, 23 hours per week are spent performing activities where accuracy of physical movement is required including operating snowmobiles and ATV's in rough conditions, operating shop tools, launching and loading boats and approaching other vessels, typing; plotting locations on maps, shooting firearms and tranquillizer guns. (2D)

On average, 12.3 hours per week requires neither speed nor accuracy of physical movement. (1B)

EP; CD #54  
Forestry Resource Officer  
Forest Management Unit  
Environment and Resource Management  
Occupational Code: SRTW  
Level 7

September 2007

### **Main Purpose**

Delivers and enforces forestry programs within an assigned geographic portion of the region.

### **Primary Responsibilities**

Enforces legislation by monitoring and inspecting commercial and domestic forestry operations including Forest Management Licence Agreements (FMLA), harvesting plans, special use permits (e.g., road right of way, gravel pit).

Reviews annual timber operating plans. Provides advice and recommendations regarding sound forest management practices and the impact of proposals on the forest ecosystem.

Reviews permit applications and temporary work camp permits. Ensures that fee calculations are correct and collects appropriate fees, dues or penalty assessments.

Negotiates and administers contracts for regional silviculture activities. This includes selecting the site, site preparation, inspection for compliance with contract terms of reference, contractor assessments, and recommending payment.

Collects field data for input into the Provincial Forestry Inventory database to ensure that departmental staff and clients have current, accurate information.

Provides expertise on forest programs, the interpretation of the Forest Act and Regulations, policies and procedures and Forest Management Agreements (FMA) to other regional and departmental staff, stakeholders including industry, contractors, interest groups, the general public and specifically to District Conservation Officers.

### **Factor 1 - Problem Solving (3A)**

Problems relate to the delivery and enforcement of forestry programs within an assigned geographic area of the region.

### **Level 3**

Typical problems include:

1. Insufficient volumes and quality of timber to meet operator requirements.
2. Infractions by forest harvesting companies. For example, individuals or companies failing to obtain proper approval/permits prior to commencing harvest activities or conducting wasteful utilization practices.
3. Continued logging in areas that have a negative impact on the regeneration of trees.

Solutions include:

1. Collecting and analyzing timber quality and forest inventory and clarifying operator requirements and capacities. Determining timber supply volumes on harvesting area. Performing analysis for what accommodations, where possible, can be made. Monitoring the resulting harvest applications. Ensuring available timber is allocated in a fair and equitable manner and recommending other possible sources of timber.
2. Performing inspection (e.g., includes on site, or may be a matter of reviewing permit conditions, provincial standards or FMA's) to determine the extent of the violation. Issuing a notice of violation, warning, stop work order, seizing timber, order of compliance or salvage of wasted materials applying appropriate penalties. Monitors to ensure corrective actions are taken.
3. Assessing stock levels and investigating site conditions to determine potential impact and quality of site for forest productivity. Compares the results to provincial stocking standards and FMLA requirements. Determines whether the stocking levels are such that logging can proceed without negative impacts to natural regeneration with consideration to specific logging techniques and heavy equipment restrictions or, if logging activities must cease.

### **Factor 2 - Decision Making (5C)**

#### **A. Level 5**

On a weekly basis, makes decisions outside of policy while enforcing resource based legislation. For example, permitting a logging contractor to operate or go outside of the premises set up in contract specifications. Authority to use discretion when applying regulatory and enforcement decisions. Depending on the situation, decides whether to enforce



legislation or issue a warning.

Such decisions would be reviewed after the fact, and would not be intended to set a standard for future use by others, but may be used as a reference for case specific situations.

#### **Level 4**

Decisions which fall within policy include interpreting and approving changes to contracts (non-legal aspects), acceptance/rejection of completed work under contract, assessing fines and penalties, and collecting monies owing. The majority of decisions are not reviewed.

#### **B. Level C**

Environmental hazards exist when contractors do not prepare the site in the required manner, (e.g., damaging salvage techniques, incorrect stump removal etc.). Corrective actions include selecting and changing methods of site preparation, approving the use of specific equipment, shutting down operations, changing techniques for salvage and stump removal. Such decisions are made on a weekly basis.

Safety hazards exist when contractors do not satisfy the terms and conditions of their contract. For example, leaving individual trees standing within a cutover can present dangerous conditions for the operator, crew, members of the public and inspecting officers.

Corrective actions include issuing warnings with a deadline for cleanup or the operation can be directed to cease until the cleanup is completed. Such decisions are made on a weekly basis.

### **Factor 3 - Human Relations Skills (3C)**

#### **A. Level 3**

Resolves conflict when individuals oppose to policies and regulations related to approval and permit processes and standards, utilization practices and inspection outcomes. Achieves understanding between public, stakeholder groups, contractors and individuals from FMLA with regard to department policy and regulations related to forestry issues and practices. Convinces First Nations, municipalities, industry and other resource users (e.g., trappers, outfitters, cottagers, and non-timber harvesters) to accept department policies (e.g., obtaining approvals and permits, adhering to utilization practices) and regulations and ensure they are understood.

Negotiates the terms and conditions of forest renewal contracts. Responsible for the preparation of project

specifications and the tendering process of contracts where complete and detailed explanation is required.

#### **C. Level C**

Verbal, written and listening skills are required to convey principles and concepts related to forestry science and ecology (e.g., ecological balance between forest, wildlife, habitat, fish) to forest industry companies and forestry professionals (government and non-government members). For example, explains forest resource data and subsequent utilization prospects, results and remedial actions required to identify alternatives that can be ensued in order to meet regulations, legislation and policies while still maintaining regenerative and ecological sustainability.

#### **Level B**

Explains remedial action requirements for companies to take and in conjunction with the application and interpretation of legislation and regulation for violations that have occurred.

Provides information to the public, industry or other government agencies related to forestry allocations, harvesting proposals, issuance of permits, inspection of work and other related forestry practices and policies. Interprets, applies and defends forest data (e.g., timber allocation) to industry and public.

Makes presentations to field officers, Integrated Resource Management (IRM) students on scaling, penalty assessments, field inspections, field sampling, timber scaling, map interpretation, administration of permits and licences. Make presentations to school groups, wildlife youth groups and other interest groups.

### **Factor 4 - Responsibility for Work of Others (2A)**

#### **Level 2**

Responsible for reviewing and verifying forest related permit and fee applications submitted by Conservation Officers. Ensures and advises Conservation Officers to apply appropriate corrective actions related to applications and follows up to ensure correction actions have been taken.

**Factor 5 - Job knowledge (4C)****A. Level 4**

Requires knowledge of forest ecosystems and renewable resources in Saskatchewan. Requires knowledge of ecosystem management, biodiversity, habitat protection, economics, geography and geology. This knowledge is required when approving harvest plans and allocating cutting areas. Requires specialized knowledge of forestry including photo interpretation, site classification, timber harvesting, processing facilities and knowledge of harvesting equipment. This knowledge is required to allocate timber that suits specific products and facilities, issuing permits, licenses and inspecting operations. This knowledge is normally acquired through the completion of an integrated resource diploma program.

**B. Level C**

Requires knowledge of the Department's forestry programs, policies and regulations. Knowledge is applied for identification, protection, allocation, harvest, and renewal of forest resources in order to carry out reviews, approvals, operating plans, review project proposals, issue permits and conduct inspections on processing facilities and logging operations.

Requires knowledge of law enforcement and legislation to interpret legal documents (notice of violation, notice of seizures) to lay charges, and to seize timber or property. Requires knowledge of the contractual /tendering process. Knowledge is applied in tendering, awarding and administering contracts. Requires knowledge of Forest Management Licence Agreements when allocating timber to third party interests.

Requires knowledge of legal surveying and land descriptions, survey plans, topographical maps, forest inventory maps, aerial photographs, navigational and tools. This knowledge is applied to locate boundaries of forest stands, determine buffer zones, locate dispositions and harvest blocks. Also requires knowledge of office equipment, computer operating systems, and the maintenance and repair (e.g., oil change, filters, plugs, fuses) of a variety of equipment required to work in the field (ATV's, snowmobiles, radios) in addition to specialized forestry equipment (e.g., Sterio Pret, Saltzman projector).

**Factor 6 - Working Conditions****Overall Rating - 3A**

On average, spends 4 hours per week working outdoors alone in extreme weather conditions. (5B)

On average, spends 4.5 hours per week travelling off road or on tote road destinations and interacting with violent or threatening individuals (i.e., contractors, operators). (4B)

On average, spends 6 hours per week travelling in adverse weather and conditions, travelling on ATV's, and in contact with vibration from equipment. (3B)

On average, spends 15.5 hours per week walking on uneven terrain, interacting with rude and impolite people (e.g., contractors, operators, public), working with a lot of background noise where there is no opportunity to remove oneself and performing repetitive tasks (e.g. keyboarding, hand writing reports and using a calculator). (2D)

On average, spends 6.3 hours per week exposed to oil, grease, gas, toner, ink, insects, dampness, and dusty conditions while performing maintenance on equipment, conducting inspections, travelling in good conditions. (1B)

**Factor 7 - Demand****Overall Rating - 2A**

On average, spends 7 hours per week walking in snow, through dense underbrush, climbing on log piles and lifting weight over 18 kgs while monitoring and inspecting forestry operations. (3A)

On average, spends 17 hours per week driving cars, ATVs, and snowmobiles off road or in adverse weather, working in confined spaces while fixing equipment, interacting with rude and impolite people (e.g., contractors, operators, public) while enforcing legislation, applying penalties and collecting fees, reading maps, word processing, completing legal documents (e.g., contracts, special use permits, penalty assessments). (2C)

On average, spends 13.3 hours per week completing standard forms, photocopying, faxing, driving in good conditions and lifting equipment not exceeding 8 kgs.

(1B)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 3 hours per week both speed and accuracy are required when for quick manoeuvring and operating ATV's and snowmobiles on rough terrain. (3A)

On average, 22 hours per week accuracy of physical movement is required when walking in dense underbrush and on uneven terrain, driving, using forestry equipment, lifting equipment, completing applications, map updating, keyboarding, faxing and photocopying. (2C)

On average, 12.3 hours per week requires neither speed nor accuracy of physical movement. (1B)

EP; CD #56  
Regional Enforcement Specialist  
Operations  
Environment and Resource Management  
Occupation Code: RCOX  
Level 10

August 2015

### Main Purpose

Provides enforcement expertise, training and/or supervision in investigations, prosecutions, intelligence gatherings, surveillance, operations, warnings, and techniques to address resource needs in one of six regions.

### Primary Responsibilities

Identifies, develops and implements the region's priority enforcement areas and strategies; monitors and evaluates activities relative to the annual Provincial Enforcement Plan.

Leads investigations and is the primary regional contact for Crown Prosecutors in resource cases which may extend beyond individual districts.

Reviews all enforcement documents prepared by field staff for accuracy, quality and adherence to policy and protocol; checks for inter-district related issues and monitors use of special constable status authority to ensure regional staff adhere to department policy.

Recommends changes to Provincial Enforcement Branch and Regional management team on enforcement policy, programs, and techniques.

Assesses regional training needs; designs and conducts training; evaluates candidates performance, including testing and passing; and reports back to provincial training officer and/or regional managers.

Manages the Regional Resource Intelligence Program (including Turn-In-Poacher Program), aircraft support and the budget for regional enforcement equipment purchases and undercover investigations.

Communicates enforcement priorities/programs to the public by attending meetings of resource user groups such as outfitters, First Nations' groups, and wildlife federations.

### Factor 1 - Problem Solving (4)

Problems relate to managing the regional enforcement activities.

#### **Level 4**

Problems include:

1. The need to develop an annual enforcement plan for the region that will be delivered by the Conservation Officers in the region.
2. A rogue/illegal outfitter within the region.

Solutions require:

1. Identifying recurring enforcement problems in the region and their causes and establishing the region's enforcement plan and priorities in relation to the corporate goals, provincial objectives, regional needs, manpower availability, and budget considerations.
2. Determining the best course of enforcement action by investigating the case (with the District Manager), gathering intelligence and co-ordinating other staff gathering intelligence, considering the severity of the problem and the impact on resources, manpower availability and budgetary allotments, selecting the investigative techniques and following through with the investigation to developing a case and prosecuting based on the evidence gathered (i.e., considering legislated legal authority, case law and relevance and continuity of evidence).

#### **Level 3**

Problems include:

1. Requests to initiate a special investigation for violations such as illegal hunting in restricted areas, use of illegal equipment and illegal trafficking of wildlife animal parts.
2. A request for a plea bargain to resolve an outstanding resource issue of illegal activities of an outfitter within the region.
3. Jurisdictional authority is in dispute with current legislation where resource violation occurred on a first nation reserve (e.g., they feel they have the traditional and lawful right to set gill nets in fisheries closed/restricted area).

Solutions require:

1. Reviewing the case with the investigating officer and other law enforcement agencies (may cross provincial/international boundaries); determining the extent of resource abuse; developing an

offender profile; discerning patterns and relationships among variables; determining the complexity of the case, legal requirements, outcome of previous cases, budget considerations, availability of manpower and equipment to safely carry out the investigation, and whether the proposed approach/solution will result in the desired outcome; approving/denying the request.

2. Reviewing the case with appropriate department staff/Crown Attorneys/Defence Counsel and/or the accused; considering expedience in the court, financial impact (of Crown and accused), precedent the case could set, seizure and forfeiture of equipment, and possible loss of livelihood of the outfitter; recommending acceptance/rejection.
3. Reviewing the case with the Provincial Enforcement Co-ordinator/Crown Prosecutor; reviewing applicable legislation/case law; considering political sensitivities, potential of lawsuits, expediency in resolving the case; advising officer on the course of action to take.

### **Factor 2 - Decision Making (6E)**

#### **A. Level 6**

As the enforcement specialist in the region, makes enforcement decisions in situations that do not clearly fit within existing policy and regulations. Examples of decisions include allowing first nations to fish in a stocked trout pond out of season; individuals caught illegally trafficking in wildlife animal parts (i.e. used for religious/cultural/medical purposes). The majority of these decisions are made independently and documented in writing to set the standard for future use by Conservation Officers in the Region when similar circumstances arise. Some of the decisions are discussed with the other regional enforcement specialists and the provincial enforcement co-ordinator at quarterly meetings to discuss applicability to other regions and maintain continuity throughout the province.

#### **B. Level E**

Individual enforcement decisions protect the violator(s), other officers and members of the public in the immediate vicinity from possible injury. For example: deciding whether to use deadly force, pepper spray; deciding to pursue violators in a high speed chase and then arresting/detaining violators; deciding to seize firearms and/or fish or wildlife caught illegally; deciding to intervene and help a farmer who has caught night hunters on the farmer's land. These situations arise, on average, weekly and escalate requiring the

apprehension of violators including the use of the force continuum (i.e., physical force and if necessary, deadly force).

#### **Level C**

Weekly makes decisions to protect the environment from misuse. Decisions include: modifying repayment schedules, collecting outstanding accounts from resource users (outfitters, land leases); collecting hunting/fishing/camping fees, issuing tickets to resource violators. On average, a few times per year orders companies or organizations to expend money to meet legislative standards (clean up of chemical spills, leaks of underground storage tanks) or order the business to close till standards are met.

### **Factor 3 - Human Relations Skill (4C)**

#### **A Level 4**

Mediates to resolve highly polarised reoccurring enforcement issues involving two or more groups. These issues have typically remained unresolved over several months to years with the parties entrenched firmly in their resolve. For example, a farmer living next to an Indian Reserve rents land from the band but continually encounters night hunting problems on the land he rents and his own private land. He encounters crop loss, equipment and property damage from the night hunting groups. Interviews the parties and explains the rights of each party and then brings the parties together to work out an agreement to circumvent charges and court cases that can be of a politically sensitive or unpopular nature.

#### **Level 3**

Explains the authority for charges or a search warrant to gain compliance in situations where a violation has occurred and the violators are uncooperative. For example: when serving a search warrant to a violator, the violator and/or his lawyer advise the enforcement officer to leave the premises. Negotiates charges and/or penalties with prosecuting and defence counsels where offences cross-jurisdictional boundaries and negotiates shared enforcement operations with other agencies (e.g., RCMP, other provinces). This includes negotiating the terms of diversion sentencing with lawyers and/or accused as an alternative to or as part of the court system (e.g., a group of night hunters will post signs around a provincial park as their sentence). This is a voluntary program that can be initiated before laying charges through the court system.

As an undercover operative or in a plainclothes situation: infiltrates the suspects' operation; gains their

confidence by convincing them that the job is not a law enforcement officer; and gathers information through the use of listening and questioning that will be used to prosecute the violators. Investigations include potential fish and wildlife violations (e.g., individuals illegally selling wild meat or fish) or arson fires.

Influences other committee members when developing changes to acts and regulations, then must defend the changes to interest groups who do not want the changes to occur. For example, represents the Saskatoon region on the committee that is responsible for developing the new strategies for opening up new areas for game birds and migratory game birds. Defends decisions of the Outfitter and Game Advisory Board to outfitters, local conservation officers, farmers and other interested parties who do not agree with the changes the board has made (i.e., convince them there is room for more outfitters).

#### **B. Level C**

Assesses the training needs of regional enforcement staff; designs and conducts regional law enforcement training courses on new information, regulations, techniques and safety; and evaluates candidates' performance and reports back to provincial training officer and/or regional managers. Imparts the framework and principles which prepare staff and ensure appropriate behavioural response when conducting law enforcement (e.g., law enforcement techniques, investigations, protocols, tactical driving, legislation, parks enforcement, controlled wildlife models, high risk vehicle stops).

Assesses, tests and approves candidates for certification for shotgun use. Delivers law enforcement presentations and instructions of less than one week to resource officers. Provides training to other law enforcement agencies on resource law and techniques (e.g., RCMP, Canadian Wildlife Service, Canadian Military). Provides expertise, interpretation and advice to Conservation Officers and other enforcement agencies (e.g. Canadian Wildlife Service, RCMP, Highway Traffic, Agriculture & Food and Municipal and City Police) on environmental/resource enforcement, investigational and lab techniques, methodologies, standards, procedures and equipment.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

Ongoing responsibility to assign, distribute, organize, co-ordinate, and prioritize specialized regional

#### **Regional Enforcement Specialist**

enforcement activities including staff and equipment (e.g., air patrols, surveillance, searches, special investigations, roadside inspections, etc.). Checks enforcement work for accuracy, completion, and adherence to policies, procedures and protocols after the fact (e.g., violation and patrol reports, eviction notices, requests for search warrants and investigations, court briefs, etc.) of all staff involved in enforcement activities in 9 district work units within the region. Identifies training required for enforcement staff in the region.

### **Factor 5 - Job Knowledge (5D)**

#### **A. Level 5**

Requires knowledge of legal precedents regarding environmental enforcement activities relating to interest groups such as wildlife federation, logging, fishing, outfitting, first nations (e.g., constitutional rights), rural municipalities, taxidermists, butcher shops, trappers, game farmers, and on other enforcement agencies (e.g., RCMP, Highway Traffic Board) for joint operations. This knowledge is required in order to: provide expertise to department staff and other enforcement agencies; and review all enforcement documents written by field staff for accuracy, quality and adherence to legal precedent, policy and protocol; identify, develop and implement the region's priority enforcement areas and strategies and manage enforcement activities in the region; and to lead investigations.

Requires knowledge of the renewable resources and ecosystems within the province. This includes: anatomy, biology and taxonomy of fish and wildlife species; indigenous tree species and their diseases; design, layout, surveying and maintenance of parks; geography, geology and weather. This knowledge is required to protect natural resources from misuse and protect the environment from careless and intentional abuse.

Requires knowledge of: national surveillance/intelligence and resource enforcement training; firearm safety training, shotgun handling; behaviour observation questioning, and self defence including pressure point control tactics; handling and use of batons and pepper spray; defusing hostile situations; conducting wildlife investigations; all-terrain vehicle operation; cross-cultural principles; boat safety; firefighting; environmental courses; plus mandatory instructor courses in rifle/shotgun; advanced tactical driving; and federal firearms legislation master instructor training. This knowledge is required to assess

training needs, design and conduct training courses, evaluate candidate performance and in day to day enforcement activities.

This knowledge is typically obtained through a 4 year course in enforcement or it could be learned through previous experience in other jobs.

#### **Level 1**

Requires a class 4 driver's licence to operate enforcement vehicles in emergency situations and a First Aid/CPR certificate.

#### **B. Level D**

Requires knowledge of the enforcement of department programs related to fisheries, wildlife, forestry, environment, lands and parks. Requires knowledge of enforcement officer authority; department policies and procedures; C.O. Enforcement Manual, and Case Law Manual. This knowledge is required to: carry out investigations, charge violators, and seize property; complete legal documents; provide expertise to other officers (e.g., what charges to proceed with, what legal authority to exercise, how to proceed with a situation when they feel they have exhausted all available options) and agencies; and review enforcement documents for adherence to policies and protocols. Investigations include such operations as taxidermists, butcher shops, trappers, and game farmers.

Requires knowledge of motion detectors in order to operate and set the standards for the use, repair and servicing of it. Requires knowledge of Wildlife Models (decoys) and 870 pump-action police issue shotguns (bolt action rifles) in order to operate, inspect the mechanical condition and approve the use of it. Requires knowledge of the operation of a variety of equipment (e.g., CVA equipped enforcement vehicles, audio/visual and night vision equipment, 35 mm camera, spotting scope, radios and scanners, depth sounder, fire fighting equipment, chain hoists and personal location beacons). Requires knowledge of computers to complete enforcement documents/reports.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, spends 4 hours per week travelling in extreme weather conditions by car/boat/plane; intervening directly in-person with individuals exhibiting angry and hostile behaviour; and in high-speed pursuits. (5B)

#### **Regional Enforcement Specialist**

On average, spends 14 hours per week interacting with angry and hostile violators when conducting patrols and checking resource users in high risk vehicle stops where violator may be armed, and in covert operations. (4C)

On average, spends 10 hours per week investigating environmental/resource complaints while being exposed to sewage, chemicals, dead and ageing carcasses; in contact with bodily fluids during interactions with resource users or wild animals; travelling by car/boat/plane in adverse weather conditions. (3C)

On average, spends 1 hour per week in discussion with rude people. (2A)

On average, spends 8 hours per week exposed to unpleasant odours, rain, dampness, blowing dust, garbage, grease; experiencing strain from visual concentration on surveillance up to an hour at a time. (1C)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, spends 8 hours per week hauling, lifting, and pulling carcasses and gillnets, walking through deep snow/dense bush checking resource/surveillance of resource users, conducting self defence and tactical driver training, and climbing firetowers; interacting with hostile individuals; and applying restraint and pressure points during self defence, and using firearms, batons, and pepper spray. (3B)

On average, spends 23 hours per week operating boats in rough water and vehicles off-road, walking on rough terrain conducting patrols, and, crouching, lying and sitting for extended periods during surveillance activity; interacting with rude and impolite individuals; collecting evidence for court purposes to preserve specimens in the most natural state and preserve the crime scene, fine tuning electronic equipment, operating enforcement vehicles, and, writing and typing legal documents/forms/reports. (2D)

On average, spends 6.3 hours per week sitting at a desk performing office duties, patrolling in a vehicle, standing at career days or in discussions with clients, and walking up stairs. (1A)

**Factor 8 - Co-ordination**

**Overall Rating - 4A**

On average, spends 10.3 hour per week on activities requiring both speed and accuracy of physical movements: firearms instruction; Technical Driver Training Instruction; mobile surveillance (i.e., following a vehicle); data entry to meet court deadlines; skinning, processing wildlife and fish, gathering evidence (e.g., collecting bullets) at the crime scene, casting impressions for court purposes - speed is required to maintain the crime scene and exhibits in their natural state. (3B)

On average, spends 27 hours per week on activities requiring accuracy or speed of motor movements: in self defence speed is required in applying restraint and accuracy when applying pressure points; accuracy is required for operating the radio and fine tuning electronic equipment (e.g., Night Vision Equipment, audio visual equipment, sonar, metal detectors, motion sensors, etc.), operating enforcement vehicles, constructing enforcement equipment, writing and typing legal documents/forms/reports. (2D)



EP; CD #57  
Labour Standards Officer  
Labour Standards Branch  
Labour  
Occupational Code: RLSW  
Level 9

December 2009

### Main Purpose

Within an assigned region, investigates and mediates disputes arising out of employment relationships. Promotes, interprets, applies and enforces labour legislation in order to protect workers, secure minimum conditions of employment and ensure that society's values as outlined in legislation are applied fairly in the marketplace.

### Primary Responsibilities

Mediates employer-employee disputes to effect a settlement between parties.

Prepares, presents and advocates cases on behalf of employees in quasi-judicial hearings before an independent arbitrator.

Investigates employment disputes to determine if labour legislation has been contravened and enforces legislation.

Conducts research and analysis on legal jurisprudence, reviews, interprets and applies various legislation, and interviews parties involved in relation to specific cases.

Monitors cases to ensure employers have complied with enforcement action taken.

Promotes labour legislation through speaking engagements and workshops and providing advice and explanations to clients and the public regarding labour requirements and the employment relationship.

Recommends changes to legislation and branch policy on the basis of case experience.

### Factor 1 - Problem Solving (4)

#### **A. Level 4**

Problems relate to assessing client (worker) claims, resolving employer/employee disputes and enforcing applicable labour standards legislation.

Examples of problems include:

1. Ambiguity of working relationships to determine

eligibility under *The Labour Standards Act* (e.g., verbal contracts, management status).

2. Credibility of witnesses and/or contradiction of evidence (e.g., determining just cause where there is conflicting evidence surrounding an employee's dismissal).
3. Reconciling wages owed in the absence of payroll records.
4. The amount a client should settle for vs going to court to try to get the full settlement.

Solutions in each case are achieved by:

Interviewing and taking statements from the employee, employer and third parties regarding direct information relating to the situation (e.g., witnesses, lawyers, unions, management, credit bureau's, other jurisdictions, landlords, etc.) Determining the facts by reviewing, applying and interpreting provincial and federal statutes, legislation, collective agreements, personnel files and employer records to research and analyse the case history. Determine the appropriate remedial action (ordering payment of wages, reinstatement of employees, reallocation of work and delivery of records) applying general standards of reasonableness and fair play (demands of client vs. financial impact of action on business).

### Factor 2 - Decision Making (6C)

#### **A. Level 6**

Make decisions by determining the intent of Acts, Regulations and policies. Applies "standards of reasonableness" to resolve labour standards problems in the workplace and has authority to make decisions outside of policies and standards. These decisions are not reviewed and include determining status of ambiguous employer/employee relationships (who is considered a manager and therefore excluded from the collective agreement whether the working relationship is a contract or there is an established employer/employee relationship.) Determining whether legal action is required and determining payment amounts required from employers and payment schedules. Writes the resulting policy in report format and circulates it to other officers for reference with the intent that it be used in future similar cases. Obtains interpretations and legal advice from the supervisor and/or lawyers where legal precedence is questioned.

#### **Level 4**

Makes decisions within policies are not reviewed and include authorizing distribution of wages to employees from the Trust Account; entering premises without a search warrant; seizing funds from accounts; demanding

records or information from employers, etc.

**B. Level C**

Financial loss to employees in the workplace occurs through loss of rightful wages (e.g., non-payment for hours of work, inappropriate or illegal dismissal or layoff and/or through discrimination resulting in pay inequities). Corrective decisions include ordering employers to pay lost wages, reinstating employees, or fixing wage administration systems (daily).

**Factor 3 - Human Relations Skill (4C)**

**A. Level 4**

Mediates settlements between employers and employees where employment situations are in violation of labour standards. This includes situations where the employer does not want to accommodate a problem employee who now has a disability; a long-term employee is suddenly dismissed without cause; an employer owes wages but the employee has stolen from the company. These employment situations have typically occurred over a period of time and have escalated to where the employer and employee cannot resolve the problem between themselves.

Cases are resolved by calming individuals/parties, explaining the application of legislation and, mediating settlements between parties with opposing views. Acts as a third party mediator/conciliator/arbitrator between various parties including employers, employees, unions, business agents, senior government officials, board members and other stakeholders and their solicitor(s) to resolve employment issues (e.g., conflicting provisions of union contracts in relation to legislative requirements). Evaluates the alternatives and persuades participants to agree that settlements are equitable where there is no one correct solution. Parties must be convinced of the validity of decisions and that reasonableness has been applied (e.g., consideration that full payment insistence could jeopardize the continuance of a business).

Defends resulting decisions and clients' cases in a quasi-judicial setting before an independent arbitrator.

**B. Level C**

Writes and presents oral and written legal arguments and briefs when representing employees as an advocate in quasi-judicial hearings.

**Level B**

Designs and delivers presentations to educate employers regarding employment principles and practical applications. Presentations are targeted to client groups such as lawyers, newly landed immigrants, high schools, career development groups, municipal/provincial/federal government agencies. Drafts pamphlets, brochures, educational videos, and bulletins for public education.

Provides expertise to employers regarding legal principles and the design of program policy and procedures such as progressive discipline, cumulative effect, insubordination and unfair dismissal. Identifies and designs critical aspects of employment relationship strategies and proposes corrective alternatives.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Occasional responsibility (intermittent authority) for the work of support staff in the district office. Assigns, distributes, organizes and prioritizes work, coaches for ongoing performance improvement, demonstrates job functions and procedures, monitors the achievement of goals or objectives and ensures quality and quantity standards are met relating to the labour standards program.

**Factor 5 - Job Knowledge (5D)**

**A. Level 5**

Requires knowledge related to business and labour issues such as employment relationships, wrongful dismissals, benefits, equal pay, discrimination, etc. Employment relationship principles and concepts of business practises (e.g., common accounting practices) are applied in order to identify labour standards violations and enforce resulting decisions. Requires knowledge of corporate/common law, the judicial system, contract law and methods of interpretation and application of statutes, evidence and admissibility of evidence in court and contract resolution. Corporate and common law are applied to research cases, determine the applicability in each situation and argue them before an independent adjudicator.

**B. Level D**

Requires knowledge of the labour standards program, policies and processes (e.g., judicial processes, employment legislation interpretation, and mediation and conflict resolution processes) in order to enable clients to obtain rightful employment status or conditions. Knowledge is applied in order to administer wages and hours of work, equal pay, maternity and other leaves, duty to accommodate, discrimination, benefits, payroll administration, enforcement, dismissal and layoff.

Knowledge is applied to all type of employers (e.g., government, non-profit and commercial), different business organizations (e.g., corporations, partnerships and sole proprietorships) and all types of industries (e.g., office, retail, lumbering and logging work, and restaurants).

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 1A**

On average, spends 2 hours per week meeting with threatening individuals in isolated areas when enforcing labour standards requirements. (4A)

On average, spends 1 hour per week travelling in adverse weather to meet with clients. (3A)

On average, spends 15 hours per week interacting with clients who are impolite/upset/rude when rendering decisions requiring remedial action. (2C)

On average, spends 14 hours per week driving to meet with clients and performing office activities where there is exposure to toner and dust from paper, photocopier and files. (1C)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, spends 1 hour per week interacting with threatening individuals in isolated areas. (3A)

On average, spends 31 hours per week interacting with rude/impolite clients, interviewing clients, delivering presentations, researching and writing reports. (2E)

On average, spends 5.3 hours a week sitting, walking, photocopying, faxing and interacting with office staff. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 2A**

On average, spends 20 hours per week performing activities such as writing/typing reports and driving to meet with clients where accuracy of physical movement is the main consideration. (2C)

On average, 17.3 hours per week are spent performing activities where neither speed nor accuracy of physical movement is required. (1C)

**EP; CD #59**  
**Highway Traffic Officer**  
**Transportation Compliance**  
**Highways and Transportation**  
**Occupational Code: RHTW**  
**Level 8**

**August 2015**

**Factor 1 - Problem Solving (3)**

Problems relate to the transportation of people and goods and materials; safety of equipment and loads; record keeping; insurance; operating authorities; law interpretation and apprehending lawbreakers. Many problems have general guidelines without specific policies procedures or solutions.

**Main Purpose**

Enforces transportation legislation, policies and agreements for vehicles using Saskatchewan roads.

**Level 3**

Problems include:

**Primary Responsibilities**

Checks vehicle operators for licensing, certification of training, insurance, drivers log book, driver fitness, and outstanding charges. Suspends operation and lays charges or makes arrests where necessary.

1. A farmer towing machinery on the highway at night without lights.
2. Potentially dangerous liquids spilling from an un-placarded vehicle.
3. A truck bypasses a weigh scale when it's supposed to report in.
4. A Department of Highways truck is hauling an earth scraper that is over weight on a banned highway.

Inspects vehicles - primarily trucks and buses for vehicle safety, operating authority, permits, licensing, weight and dimension, configuration, inspection certificates and signage.

Solutions are achieved by:

Inspects loads for ownership, bills of lading, weight slips, weight distribution, dimensions, safety, security, dangerous goods, permits, livestock conditions, pressure vessel compliance, proper labels and markings and placards.

1. Determining why the farmer is doing this, where the farmer is going (how far), analysing the danger involved, then escorting the farmer and the equipment to safe off highway storage.
2. Stopping the vehicle, protecting the area by blocking it off, checking licenses, operating authorities, permits and insurance records, trying to identify the substance by calling the shipper and calling the spill response team for clean up and laying charges.
3. Pursuing and stopping the vehicle, if necessary, with R.C.M.P. assistance, finding out why the scale was by-passed, checking for weight, contraband, load and vehicle safety, licenses, outstanding warrants and condition of the driver etc. Evaluating findings and laying charges.
4. Checking the individual's driving record, interviewing the driver on their knowledge of the road ban and their reason for being on that road. Analysing the findings and deciding whether to lay charges against the government and/or the employee or to issue a warning and write a report.

Impounds vehicles or goods and lays charges when necessary. Checks miscellaneous items such as: work visas for non-Canadians (custom combiners and travelling shows); smuggling of goods (tobacco, liquor, firearms, animals, illegal drugs); and stolen property. Investigates complaints of driver violations.

Resolves disputes in situations where a local government does not want trucks going through town, a farmer is hauling goods without a proper license and a trucking company wants them charged. Also resolves disagreements regarding the safety of a school bus route.

Completes various logs and reports, collects outstanding permit money and recommends policy and legislation changes. Inspects business records, interviews users, prepares court documents written reports and evidence, lays charges, arrests and prosecutes as required.

Presents information and educational seminars and courses to industry, school boards and municipal governments.

**Level 2**

Problems include:

1. A driver of an overweight truck wants to deliver water to a community when a road ban is on the highway.

Solutions are achieved by:

1. Requiring the driver to make more trips with less water or to use a truck with more axles and less weight per square inch of tire on the road.

## **Factor 2 - Decision Making (5E)**

### **A. Level 5**

Makes decisions weekly, when on patrol, particularly at night, that are outside policy such as allowing new equipment or truck trailer configuration, a different axle configuration or style of trailer hitch or other abnormalities to continue on their way. These decisions are reviewed after the fact.

### **Level 4**

Make decisions within standards, policies and regulations and that are not checked. Decisions include deciding to issue a permit, collect money, or to bill the company later.

### **B. Level E**

Daily makes decisions to improve the safe condition of commercial vehicles (trucks and buses), their driver and loads. These decisions affect the safety of the driver, passengers, and other motorists coming in contact with the vehicle, load or spill where situations escalate to the point of physical danger at least once per week.

Decisions include deciding to lay charges, arrest individuals and/or remove trucks and buses from service.

## **Factor 3 - Human Relations Skill (3C)**

### **A. Level 3**

Resolves disputes between: trucking companies over route authority or authority to carry certain goods; municipalities or the public and truckers on dangerous goods that are hauled through town; school bus companies and municipalities or the public on routes and bus safety; municipalities and trucking companies on use of municipal roads, haul routes; and cost sharing of road repairs; trucking companies, the public and municipal governments on road closures. Laws or guidelines cover most of these circumstances but the expectation is to gain acceptance and agreement.

Defuses aggressive behaviour, particularly when individuals are caught double bookkeeping, carrying illegal goods, or violating other laws. Explains the

authority for charges, search and seizure, impounding goods, arrest and the rights of the violator. Some individuals are carrying weapons and have outstanding criminal warrants.

Defends decisions and actions in a court of law or before the Highway Traffic Board e.g., charges laid or a license or operating authority suspended.

Listens to complaints and explains legislation, various agreements and policies when: attending meetings with truckers, farmers, truck and bus companies, municipal governments, other police agencies, school-boards and transport users in the district.

### **B. Level C**

Develops and delivers talks and workshops to other police agencies, municipal governments and school-boards on vehicle, bus, and trucking safety and routes; trucking companies and associations on trucking rules and transport regulations. Most talks and courses are on material such as dangerous goods inspections or transportation law.

### **Level B**

Advises groups on Crime Watch. Interprets and explains legislation to lawyers and prosecutors.

## **Factor 4 - Responsibility for Work of Others (3)**

### **Level 3**

An historical pattern has been established that the position has full responsibility of a summer student for four months of every year.

## **Factor 5 - Job Knowledge (4D)**

### **A. Level 4**

Requires knowledge of police enforcement normally obtained through 2 years of police college. This includes courses in human behaviour, self-defence, intervention and investigation techniques, seizure and protection of evidence, search and seizure, apprehension and arrest, court proceedings, driving pursuit vehicles, self defence, restraining others, dangerous goods inspection, vehicle standards and inspection, speedometer testing, radar operation, spill response, traffic control, boiler and pressure vessel transport inspection, commercial and industrial transportation (e.g., bussing, farm animals, materials and equipment, chemical industry, and moving companies). Requires knowledge of transportation of perishable goods,

interprovincial and international transportation and bookkeeping. Knowledge is applied in enforcing Highway Traffic Acts and Regulations and agreements.

**B. Level D**

Requires knowledge of department procedures and policies relating to vehicle safety and configuration, loads, safety, dangerous goods, spill response, driver condition, driver, vehicle and goods permits or licensing, animal safety and condition, contraband, work permits and road bans to enforce Highway Traffic rules. Many decisions will have to be defended in Court. This requires knowledge of court procedures and case presentation to act as Crown Prosecutor particularly when a driver or company may not return to Court or to act as witness advisor to the Crown Prosecutor.

Requires an understanding of all transportation industry and the law related to public, commercial and industrial transportation, including: bussing, farms, chemical industry, moving companies, perishable goods, travelling public safety, transportation bookkeeping, insurance issues and theft, fraud, and embezzlement investigations in order to enforce legislation, policies and agreements.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, spends 3 hours per week in high speed chase, interacting with threatening individuals displaying hostile behaviour or making an arrest. (5B)

On average, spends 8 hours per week exposed to toxic chemicals and dangerous goods such as anhydrous ammonia, stopping vehicles in traffic, exposed to risk of tires, portable scales or pressure tanks exploding or being threatened by hostile and angry people. (4C)

On average, spends 8 hours per week travelling in adverse weather or off roads, inspecting livestock, working around moving vehicles, or climbing on or under vehicles and loads. (3C)

On average, spends 3 hours per week interacting with rude or impolite people and working where constant background noise levels are under 85 decibels. (2B)

On average, spends 15.3 hours per week exposed to rain, dust, cleaning agents, ink/toner, unpleasant odours (garbage), animal waste or exhaust fumes, keyboarding and writing to complete documents and driving. (1D)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average, spends 4.3 hours per week lifting portable scales or weights over 18 kilograms, interacting with hostile individuals in enforcement situations and driving in high speed pursuit. (3A)

On average, spends 30.3 hours per week driving vehicles on patrol, in adverse weather or off road, lifting and moving objects such as chock blocks between 8 and 18 kilograms, interacting with rude people, completing legal documents, keyboarding, giving evidence in court, shovelling snow, inspecting livestock, and working in awkward positions inspecting vehicles, loads and warehouses. (2E)

On average, spends 3 hours per week carrying or moving items under 8 kilograms or walking around vehicles. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 2.5 hours per week requires accuracy and speed of physical movement when effecting an arrest or driving in high speed pursuit. (3A)

On average, 23 hours per week requires accuracy of physical movement when keyboarding, writing to complete documents, inspecting vehicles and loads by crawling under or climbing on them, operating radios and normal highway patrol driving. (2D)

On average, 11.8 hours per week neither speed nor accuracy of physical movement is a major consideration. (1B)

EP; CD# 60

December 2009

**Livestock Inspector**

**Livestock Operations and Land Revenue**

**Moose Jaw Region**

**Agriculture and Food**

**Occupational Code: RLVN**

**Level 4**

### Main Purpose

Performs inspections and investigations to enforce legislation pertaining to ownership, identification, marketing, and transportation of livestock.

### Primary Responsibilities

Inspects livestock to identify brands, checks that brands match the information on the manifests, establishes ownership and identifies horned cattle in order to collect legislated fees.

Inspects facilities (trucks hauling livestock, stockyards) to check the safety of conditions for the handling of livestock (e.g., gates open and close properly, chute is in good working condition, trucks are properly ventilated).

Participates in investigations (e.g., theft, fraud) under the direction of the District Livestock Inspector to identify, locate and establish ownership of livestock, works with the R.C.M.P in laying charges and by acting as an expert witness in court; seizes and impounds livestock.

Provides information to producers, dealers, transporters regarding the inspection and brand programs.

### Factor 1 - Problem Solving (2)

Problems relate to performing livestock inspections, and include:

#### **Level 2**

1. Individuals buying or selling livestock without required licences.
2. Two people claiming ownership of the same livestock (e.g., husband and wife, father and son).
3. Livestock being transported in inadequate conditions or without proper documentation.
4. Individual attempting to sell, as sole owner, livestock which are jointly owned with a Feeder Association or are contract cattle.

Solutions are achieved by:

1. Explaining that a licence is required and how to obtain one, discussing with the supervisor prior to closing the operation until a licence is obtained.
2. Identifying the brand on the animal, contacting the producer who sold the animal, checking bills of sale to establish an ownership paper trail, contacting other producers, market operators, Feeder Association and other livestock inspectors. If ownership is established, directing the payment to the appropriate party; if ownership cannot be established, withholding settlement, explaining the situation to the parties and continuing investigation.
3. Inspecting trucks to determine violations; explaining regulations to the trucker, the violations identified (e.g., overcrowding, poor ventilation) and what is required to correct them; requiring the trucker to produce a manifest or permit; depending on the seriousness of the violation deciding whether to unload the livestock and transport them to a place where they can be housed safely; explaining that charges could be laid.
4. Checking whether the brand on the livestock matches the manifest information, contacting the brand owner to see if they have a claim on the livestock; and if so, forwarding the money to the brand owner and explaining the situation to the individual.

### Factor 2 - Decision Making (4C)

#### **A. Level 4**

Makes decisions in accordance with policies and guidelines and the majority are not reviewed. Independent decisions include: determining if manifests are filled out correctly, determining ownership of livestock, issuing tickets, seizing or impounding livestock.

#### **Level 2**

Decisions made within policies to waive payment of fees or shut down a business are discussed with the immediate supervisor before proceeding.

#### **B. Level C**

Financial loss to rightful owners of livestock occurs as a result of non-payment, theft or fraud. Corrective decisions involve inspections to establish that money from livestock sales goes to the rightful owner(s), and to uncover situations involving possible theft or fraud; withholding or redirecting payments, impounding livestock or stopping dealers from purchasing when they have not made previous payment (daily).

### **Level B**

Protects livestock owners from financial loss (i.e., decreased value of livestock which are unhealthy or injured) by making decisions approximately 12 times a year when the situation poses a danger to livestock (e.g., transportation of cattle in severe cold without proper covering on the truck). Corrective actions include immediate unloading of the livestock and/or transporting them to the nearest location where they can be cared for and housed safely, and issuing tickets to the transporter requiring correction of violations before transporting more animals.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Explains to upset parties the reasons for actions being taken, such as: withholding payments in ownership disputes, and performing herd verification audits on behalf of lending agencies or other institutions. In conflict situations such as: owner A's branded cattle are in owner B's pasture and owner B claims the cattle were purchased; father and son both claiming ownership of the same cattle, settlements are achieved based on results of inspections whereby this job determines rightful ownership and how the proceeds from the sale will be directed, meets with the parties to defend decisions made, explains policies and regulations, and mediates complaints to facilitate agreements. However, in cases where the parties cannot come to a solution, the matter is resolved in court. Acts as an expert witness in court, providing case evidence.

#### **B. Level B**

Gives branding demonstrations to producer groups on the use of branding equipment and humane ways of branding cattle. Gives talks on branding and the livestock inspection program at Feeder Association meetings.

#### **Level A**

Requires verbal communication skills to provide information to producers, dealers, transporters and staff from other government departments on the livestock inspection program, licensing and permit requirements and related legislation.

Requires writing skills to fill in manifests and write short memos and reports (e.g., redirected payments, farm audit reports).

### **Factor 4 - Responsibility for Work of Others (1)**

#### **Level 1**

No ongoing responsibility for the work of others. When the supervisor is away or unavailable, has responsibility to assign, co-ordinate, organize and check work, assign work priorities and schedules, and advise and train casual, part-time and labour service employees.

### **Factor 5 - Job Knowledge (3C)**

#### **A. Level 3**

Requires knowledge of livestock operations (e.g., care and treatment, behaviour, breeds, brands); and feedlot, stockyard and packing plant operations, in order to perform livestock inspections and enforce legislation.

#### **B. Level C**

Requires knowledge of the livestock inspection program policies and procedures relating to livestock ownership, identification, transportation, and marketing; brand registration; dealer licensing; humane treatment of livestock; livestock financing programs (e.g., Feeder/Breeder Loan Guarantees, Heartland Feeder Finance Program); stray animals. Knowledge is applied in performing livestock inspections, identifying ownership and directing payment to the rightful owners, and participating in investigations.

Requires knowledge of the Livestock Inspection Management System to enter manifest information.

Requires knowledge to use the following equipment: ropes, clippers, canes, branding irons, cattle chute.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, 1 hour per week involves working outdoors in extreme weather conditions. (5A)

On average, 25.3 hours per week involves working in close proximity to unpredictable livestock (fenced-in stockyards and corrals), exposed to disease (e.g., tuberculosis, tetanus) transmitted by livestock either through the air or when in direct contact (i.e., through an open sore) with livestock saliva, excrement; and driving in adverse weather (1/3 hour). (3E)

On average, 3 hours per week involves interacting with angry or upset clients. (2B)



On average, 7 hours per week involves driving in good weather conditions (4 hours) and performing repetitive tasks while data entering manifest information (3 hours). (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, spends 10 hours per week climbing corrals, pulling the lever on the chute, prodding cattle into the chute and catching them in the headgate. (3B)

On average, spends 22.3 hours per week walking and standing up to 4 hours at a time (including walking through muddy fields and stockyards); driving in adverse weather, interacting with rude or impolite clients; and data entering manifest information. (2C)

On average, spends 5 hours per week sitting (e.g., writing reports; responding to phone calls), and driving in good weather. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, 10 hours per week requires speed and accuracy of physical movement when using a cattle squeeze and clippers, and when climbing corrals to get away from enraged animals. (3B)

On average, 8.3 hours per week requires accuracy of physical movement when data entering manifest information, replacing blades on clippers, operating branding irons and driving; and speed of physical movement is required when running from enraged animals. (2B)

On average, neither speed nor accuracy of physical movement is a major consideration 19 hours per week. (1C)

**EP; CD# 61**  
**District Livestock Inspector**  
**Livestock Operations and Land Revenue**  
**North Battleford Region**  
**Agriculture and Food**  
**Occupational Code: RLVS**  
**Level 7**

**December 2009**

validity of liens, and direct payments to the appropriate agencies or individuals.

Promotes the Livestock Inspection Program through brand demonstrations, and representing the department at meetings and conferences (e.g., Rural Crime Watch Meetings, 4-H meetings, Saskatchewan Stockgrowers Conference, Foundation for Animal Care in Saskatchewan).

Liaises with regulatory agencies in other provinces and the United States to determine if export requirements have been met, and in locating missing livestock.

### Main Purpose

Directs the delivery of the Livestock Inspection Program in an assigned district, to enforce legislation pertaining to livestock dealers and to the ownership, identification, marketing, transportation, interprovincial movement, humane treatment, and custom care of livestock.

### Primary Responsibilities

Coordinates the district livestock inspection program: by providing direction and guidance to staff in order to ensure consistency in service delivery to clients and in the interpretation and application of legislation and standards of compliance; administering budget; maintaining and updating inspection manuals; checking documentation and tabulation of manifests; completing monthly reports of inspection activities.

Inspects livestock and livestock facilities (e.g., markets, game farm facilities, trucks hauling livestock) to identify brands and determine ownership (e.g., verifies that information on the manifest matches the livestock); check that conditions are humane for the handling and transport of livestock (e.g., gates, fences, latches are not broken; cattle squeeze is in good working condition); check that dealers are licensed and bonded; investigate complaints about dealers; restrict or stop dealer activities where non-compliance occurs.

Performs herd verification audits to confirm herd counts and verify ownership on behalf of lending institutions or financial assistance programs (e.g., Agriculture Credit Corporation).

Works with other agencies (e.g., R.C.M.P., Saskatchewan Society for the Prevention of Cruelty to Animals, Agriculture and Agri-Food Canada) in investigating complaints of inhumane treatment of livestock.

Performs fraud and theft investigations to identify, locate and establish ownership of livestock, works with the R.C.M.P by acting as an expert witness in court, seizes and impounds livestock, and lays charges.

Enforces custom care regulations to determine the

### Factor 1 - Problem Solving (3)

Problems relate to enforcing livestock inspection legislation in the district.

#### **Level 3**

Problems include:

1. Producer reports calves have been stolen.
2. Unethical practices of livestock dealers (e.g., producer calls to complain that the recorded weight of cattle being sold was lighter than it should be).
3. Livestock owner who was subleasing land for cattle to graze complains that the individual who the land was subleased from would not give the cattle back until the next year's lease costs were paid.

Solutions are achieved by:

1. Inspecting the site where the owner claimed the cattle were dragged away; documenting evidence (e.g., drag marks in the snow, ear tags from remaining cattle); interviewing witnesses and taking statements (e.g., owner, hired help, other cattle owners); realizing, based on analysis of evidence, that evidence was in fact pointing to a case of insurance fraud rather than theft; doing further investigation (e.g., calling veterinary clinics in the area, directing staff to investigate the placing of an ad in the paper selling dry heifers); compiling evidence and providing it to the RCMP; acting as an expert witness in court.
2. Gathering evidence to determine if weigh tickets have been adjusted (e.g., checking weight indicated on original weigh tickets, checking type of cattle to determine what the rate of weight gain should have been), interviewing witnesses (e.g., owner, dealer), documenting findings, deciding not to lay charges after talking to the cattle owner

## District Livestock Inspector

(who preferred not to cause any trouble), and explaining the legislation and consequences of violations to the dealer.

3. Brand inspecting the herd; identifying ownership; seizing cattle and returning them to their owners; interviewing ranchers and pasture workers, and taking statements regarding money paid for subleasing the land; realizing, based on analysis of evidence and information obtained, that there was more to the situation than non-release of cattle; doing further analysis and investigation to identify that the land leaser was pocketing lease funds that should have gone to the land owner; providing evidence to the R.C.M.P.

**Level 2**

Problems include:

1. Transportation of livestock in inadequate vehicles.
2. Rightful ownership of an animal is in question.

Solutions are achieved by:

1. Requesting the transporter to produce manifest or permit, checking vehicle for improper ventilation, improper flooring, overcrowding, explaining regulations and consequences of violations, depending on the seriousness of the violation deciding whether to unload livestock and transport them to a place where they can be housed safely and whether to issue a warning or formal charge.
2. Identifying the brand on the animal, contacting the producer who sold the animal, establishing an ownership paper trail, contacting other producers, market operators and other livestock inspectors. If ownership is established, directing the payment to the appropriate party, if ownership cannot be established, withholding settlement, explaining the situation to the parties and continuing investigation.

**Factor 2 - Decision Making (4C)****A. Level 4**

Makes decisions within policies and guidelines and the majority are not reviewed. Independently decides to undertake searches and inspections, seize livestock or livestock products, make arrests, issue warnings, lay charges and suspend or revoke dealer licences.

**B. Level C**

Financial loss to rightful owners of livestock occurs as a

result of non-payment, theft or fraud. Corrective decisions involve inspections and investigations to establish that money from livestock sales goes to the rightful owner(s), and to uncover situations involving possible theft or fraud; withholding or redirecting payments; impounding livestock; and stopping dealers from purchasing livestock when they have not made payments owing from previous purchases. These decisions are made daily.

**Level B**

Protects livestock owners from financial loss (i.e., decreased value of livestock which are unhealthy or injured) by making decisions approximately 12 times a year when the situation poses a danger to livestock (e.g., transportation of cattle in severe cold without proper covering on the truck). Corrective actions include immediate unloading of the livestock and/or transporting them to the nearest location where they can be cared for and housed safely, and issuing tickets to the transporter requiring correction of violations before transporting more animals.

**Factor 3 - Human Relations Skill (3B)****A. Level 3**

Mediates disputes to resolve conflict situations such as: two neighbours threatening to charge each other while the first is accusing the second of stealing an animal and the second is demanding compensation for the care and feeding of the animal and wants to sell it; an individual has been caring for a horse under the Custom Care Regulations and wants to sell it but the horse's owner does not want it sold; a producer impounds a stray animal and then tries to sell it without following the proper processes, and the rightful owner identifies the animal at the sale and claims ownership. In some cases the two parties refuse to talk to each other and will only communicate through the Livestock Inspector.

Settlements are achieved based on investigative results whereby this job determines rightful ownership, who has the right to sell the animal(s), who is responsible for paying for the care and feeding of the animal(s) and how the proceeds from the sale will be divided, and defends these decisions to the parties by explaining policies and legislation. In situations where the parties choose to pursue the matter in court, acts as an expert witness providing case evidence.

**B. Level B**

Gives demonstrations to producer groups on the use of

branding equipment and on humane ways of branding livestock. Also gives presentations to groups such as Rural Crime Watch, 4-H and Saskatchewan Stockgrowers on the livestock inspection program, licensing and permit requirements and related legislation.

**Level A**

Requires verbal communication skills to provide information to producers, dealers, transporters and staff from other government departments on the livestock inspection program, licensing and permit requirements and related legislation.

Written communication skills are required in order to write short reports (e.g., missing cattle, redirected payments).

**Factor 4 - Responsibility for Work of Others (5)**

**Level 5**

Has full responsibility for 7.8 full-time equivalents.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of livestock (e.g., care and treatment, behaviour, breeds, brands); operations of livestock dealers, auction markets, feedlots, stockyards, packing plants, game farms, abattoirs and producer associations; and investigative procedures and techniques, in order to perform livestock inspections and investigations and enforce legislation.

**B. Level C**

Requires knowledge of the livestock inspection program, policies and procedures, such as: livestock ownership, identification, transportation and marketing; custom care; humane treatment of livestock; brand registration; dealer licensing; stray animals; livestock finance programs (e.g., Feeder/Breeder Loan Guarantees, Heartland Feeder Finance Program); and special inspection policy (inspections specifically requested by financial institutions, Sheriff's department, Feeder Association). Knowledge is applied in performing inspections and investigations and identifying violations in a variety of work environments, such as: farms, ranches, auction markets, feedlots, packing plants, abattoirs, roads and weigh scales. Requires general knowledge of the livestock inspection program in Alberta in order to recognize Alberta brands and determine inspection requirements for cattle moving

between provinces.

Requires knowledge of department and government budgeting and forecasting procedures in order to allocate the district budget and monitor expenditures, sign S4's and authorize payment of invoices up to \$50.00.

Requires knowledge of the Livestock Inspection Management System for data entry and inquiry, Wordperfect, and of FUTURUS TEAM (e-mail system).

Requires knowledge to use the following equipment: lariat, spotting scopes, hydraulic and manual chutes, mobile telephone, ribbon brander, electric and manual branding irons, clippers, and CVA vehicles.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, 1 hour per week involves working outdoors in extreme weather conditions. (5A)

On average, 21 hours per week involves working in close proximity to unpredictable livestock (fenced-in stockyards and corrals), risk of exposure to disease (e.g. tuberculosis, tetanus) transmitted by livestock either through the air or when in direct contact (i.e., through an open sore) with livestock saliva, excrement; and driving in adverse weather (1 hour). (3D)

On average, 4 hours per week involves interacting with angry or upset clients. (2B)

On average, 9 hours per week involves driving in good weather conditions (5 hours) and performing repetitive movements while data entering manifest information (4 hours). (1C)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 2.5 hours per week lifting weights over 18 kg. (e.g., lifting gates, restraining cattle), and climbing corrals. (3A)

On average, spends 26.5 hours per week walking and standing up to 4 hours at a time (including walking through muddy fields and stockyards), driving in

adverse weather, and interacting with rude or impolite people; and entering data. (2D)

On average, spends 8.3 hours per week sitting while doing office work, and driving in good weather. (1B)

### **Factor 8 - Coordination**

#### **Overall Rating - 2A**

On average, 2 hours per week requires speed and accuracy of physical movement when using a cattle squeeze, clippers and a lariat, and when climbing corrals to get away from enraged animals. (3A)

On average, 11.3 hours per week requires accuracy of physical movement when data entering manifest information, replacing blades on electric clippers, operating branding irons (hot or cold), and driving; and speed of physical movement when running from enraged animals. (2B)

On average, neither speed nor accuracy of physical movement is a major consideration 24 hours per week. (1D)

EP; CD #62  
Maintenance Enforcement Investigator  
Registry Services Division  
Justice  
Occupational Code: RINW  
Level 7

August 2015

4. Client is unable to make timely payments and is in arrears.

Solutions are achieved by:

1. Contacting court offices to determine the legislation under which the order was granted, reviewing, interpreting and applying jurisdictional legislation to determine if reciprocal arrangements exist; determining the enforcement action required considering the circumstances of the parties, limitations for collection of support and definitions to be used in applying the order (e.g., spouse, child).
2. Reviewing legislation under which orders were granted, including legislation of other jurisdictions, file records, court records, affidavits, bank records, employer records, etc.; assessing the circumstances of parties and status of children; and determining the enforcement action required (e.g., payment schedule, seizure of assets, garnishment of wages).
3. Pursuing default judgement against the third party by preparing background information for court, providing legal proof of service in order to obtain funds that were to be garnished, seize assets or bring party to court to disclose information.
4. Determining the extent of enforcement necessary considering special needs of children and/or spouses, past history of payment schedule, degree of non-payment and evasiveness of payor, status of the children; assessing the financial situation of the payor; establishing an appropriate payment schedule.

### Main Purpose

Registers, monitors and enforces the financial support provisions of court orders and/or agreements resulting from separation and divorce.

### Primary Responsibilities

Registers court orders and agreement terms in a tracking system, maintains financial records and account histories, and monitors payments received on accounts.

Determines and executes enforcement action and monitors compliance by parties.

Monitors and investigates the status of dependents to ensure ongoing eligibility for support.

Mediates changes to the payment schedules and communicates settlements to the parties involved.

Interprets and applies legislation from various jurisdictions to determine/confirm enforceability of an order.

As a Notary Public or Commissioner of Oaths shows clients how to complete and swear affidavits, financial statements/documentation.

Provides explanations of legislation, office policies and procedures, and enforcement updates in response to inquiries, requests and complaints from clients, solicitors, MLA's, Ombudsman, third parties, etc.

### Factor 1 - Problem Solving (3)

Problems relate to enforcing court orders and agreements. Problems include:

#### **Level 3**

1. Court orders from differing legislation and jurisdictions with differing provisions and limitations.
2. Poorly defined terms of support in court orders.
3. Third parties (e.g., companies, First Nation Bands) pay out complete wages of a payor that are to be garnished.

### Factor 2 - Decision Making (5C)

#### **A. Level 5**

Makes decisions outside of policies and standards where the majority of decisions are not reviewed. Decisions are made weekly and include: to summons a payor to court for a default hearing despite the fact the individual is receiving social assistance (policy dictates not to summons individuals on social assistance); not withholding an individual's driver's licence when legislation requires this for payors in arrears.

#### **Level 4**

Determines amount of monthly garnishment payments required where no policy exists. Decisions are not reviewed and include: placing writs of execution; ordering disclosures of finances; seizing personal property; demanding information from 3rd parties (e.g., employee income); obtaining court order for committals; collecting outstanding monies; accepting or rejecting documents; initiating warrants for arrest; and

signing documents on behalf of the Director.

**B. Level C**

Financial loss to children and spouses exist as a result of separation, or divorce. Corrective actions include determining and setting wage payments, garnishing wages, bank accounts, tax refunds and seizing assets. These actions occur weekly.

**Level A**

On a weekly basis speaks with angry respondents who are threatening the well being of their former spouses. The job makes the decision which threats to take seriously, based on the respondent's history, and calls the former spouse to warn them of the threat made by the respondent.

**Factor 3 - Human Relations Skill (4C)**

**A. Level 4**

Mediates disputes between parties (e.g., the support payor, family members, employers, lending institutions, solicitors) in order to negotiate changes to support payment schedules, payback of arrears and/or settlements of accounts. This requires calming affected parties to achieve acceptance of method to settle arrears; explaining Acts, Regulations, policies and procedures to support payor and family members in order to gain acceptance and understanding of each person's financial situation; proposing agreeable parameters of settlement to legal agents, payor and spouse; explaining legal requirements of third parties to provide information relating to the dispute; explaining the decisions and credibility of self and the program directly to the complainant, third parties, or in court.

These situations are longstanding and often investigative results are insufficient to support either party (i.e. poorly defined terms of support in court orders). There is generally a high level of disagreement between the parties due to circumstances related to financial situations, the separation/divorce, status of children, degree of non-payment and evasiveness of the payor, etc., making the situation highly contentious.

**B. Level C**

Verbal, written and listening skills are required to communicate legal information to lawyers on content and enforceability of court orders as it pertain to support orders (e.g., explains how courts have approached support of exceptional needs of children/spouse, what

has been included in the content of the order and why such content would/would not be enforceable). Such material may be challenged but is generally accepted and acknowledged by the lawyers.

**Level B**

Delivers presentations to a variety of client and stakeholder groups to improve knowledge of rights and obligations under statutes.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Responsible for checking/verifying the data entry of payments received from support orders by accounting clerks and clerical staff who report to different supervisors. Requires following up to ensure that any errors/omissions are corrected as it impacts on the enforcement measures taken on court orders.

**Factor 5 - Job Knowledge (4C)**

**A. Level 4**

Requires knowledge of court and legal documents (e.g., related to maintenance enforcement orders, garnishments, seizure of property) in order to analyze and interpret court requirements and determine enforcement action. Requires knowledge of research/investigative techniques to obtain information, define terms of agreements, and substantiate evidence.

Requires knowledge of accounting practices in order to review financial statements and records, determine if a business/client is stable, determine payment amounts, and obtain evidence for investigations.

**B. Level C**

Requires knowledge of various stakeholder's operations such as: financial institutions (e.g., securities, stocks and bond corporations) to determine who will payout the investment; SGI relating to motor vehicle records; private businesses relating to premiums (e.g., UIC) paid on behalf of employees and assets of business; farmers and related businesses to determine ownership and if assets are free of encumbrances. Knowledge of stakeholder internal processes (e.g., operational flow, bookkeeping, licensing requirements) is required in order to conduct investigation of assets, location of individuals, etc.

Requires knowledge of court proceedings and processes and legal documents in order to initiate legal action and

prepare background information for court.

Requires knowledge of AEMO program policies and procedures in order to conduct investigations, register court orders, maintain financial records and account histories and monitor payments received on accounts. Requires knowledge of specific computer systems and inquiry procedures (e.g. Social Services, AEMO, PSI, etc.) to enter and retrieve information relating to files.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 1 hour per week with hostile, individuals threatening harm when conducting enforcement activity. (4A)

On average, spends 25 hours per week entering and retrieving data on the computer. (3E)

On average, spends 10 hours per week interacting with rude/impolite individuals when explaining requirements or arranging payment schedules; and working under deadline pressures caused by interruptions from others (5 hours). (2C)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average, spends 3 hours per week interacting with threatening individuals while imposing settlements, seizing property or assets, etc. (3A)

On average, spends 34.3 hours per week performing activities requiring mental demand such as interacting with rude individuals and sensory concentration such as entering/retrieving information on the computer, delivering presentations to client/stakeholder groups and researching/analysing court orders and applicable legislation. (2E)

**Factor 8 - Coordination**

**Overall Rating - 4A**

Spends 31 hours per week entering or retrieving data into a computer system and performing mathematical calculations on a calculator which requires primarily accuracy of physical movement. (2E)

Spends 6.3 hours per week performing activities where neither speed nor accuracy of physical movement is required. (1C)



EP; CD #64

December 2009

**Consumer Protection Investigator  
Licensing and Investigation Section  
Justice  
Occupational Code: RCPW  
Level 8**

### Main Purpose

Promotes, interprets, applies and enforces consumer legislation in order to protect consumers and businesses by ensuring transactions occurring in the marketplace meet legislative requirements.

### Primary Responsibilities

Investigates consumer complaints. Obtains information from business owners/licensees, staff of licensee, lawyers and members of the public to identify violations of licensing statutes and ensure compliance with legislation.

Investigates business failures of licensees and changes in ownership to assess consumer protection required and ensure compliance with legislation.

Documents findings of investigations and writes reports for recommendation of action to the Registrar (e.g., cancellation or suspension of licence).

Reviews, approves and issues operating licences to a variety of businesses and their representatives.

Monitors files and performs on site inspections to ensure licensees are complying with legislative requirements. Audits financial statements, records, trust accounts of licensees.

Responds to public inquiries on statute provisions assessing and recommending options, and referring to appropriate agency where branch does not have jurisdiction.

Promotes consumer protection legislation and branch mandate by making presentations to client/stakeholder groups, responding to media inquiries and appearing on radio and television to discuss consumer issues.

Identifies trade practice issues, allegations of fraud and Criminal Code offences and forwards information to proper authorities. Attends courts as witness.

### Factor 1 - Problem Solving (4)

Problems relate to the investigation of alleged violations of consumer legislation.

#### **Level 4**

Problems include:

Where consumers perceive they are being taken advantage of by businesses (e.g., overpricing in a home renovation industry or deception of a licensed motor dealer).

Solutions are achieved by:

Researching the industry, the nature of business conducted including fair pricing or business practices and policies; gathering information and evidence from the complainants and industry businesses; researching and analyzing similar cases history, interpreting legislation, and contracts entered into by the parties, the legal status of the business and who the parties are in the dispute; contacting the parties and gathering evidence; reviewing and analyzing information to determine if unfair advantage of the customers was taken or the businesses acted within their rights; advising consumers on the validity of the complaint; developing a fair means of calculating losses or damages where the loss value is difficult to establish; analysing and determining options for remedies (e.g., full refund including damages; consumer pays for repairs and seeks civil remedies); determining standards of reasonableness where there is no past practice or precedence.

#### **Level 3**

Problems include:

1. A licensed company or business ceases operation (e.g., bankruptcy or just closes doors).
2. Unclear definitions of terminology (e.g., does agricultural equipment apply to a given piece of equipment or a machine).

Solutions are achieved by:

1. Obtaining written verification from industry experts, principals, bankruptcy records, trustees, receivers, landlords, employees, other creditors to determine if there are outstanding customer orders or payments required, how much is outstanding and how consumers can recover their losses; reviewing various acts and regulations (e.g., *The Sale of Goods Act*, *The Statute of Limitations Act*) to determine the legislative authority that applies and if consumers are entitled to claim on the bond; obtaining statements from the consumer; and advising

complainants of their entitlement to claim on the bond or the chances of recovering losses.

2. Reviewing *The Agriculture Implement Act* for definition of terminology such as implement, researching details about the equipment (e.g., brochures, visit site to view equipment/operation, talk to dealers or distributors, contact industry experts), researching how it has been applied in the past, checking with other provinces for comparisons, and determining the intent of the terminology in order to take action.

### **Factor 2 - Decision Making (5C)**

#### **A. Level 5**

While violations of the licensing statutes are prosecutable, on a weekly basis, the investigator has the authority to use discretion as to whether to pursue other regulatory sanctions, such as a Registrar's letter of warning, prescribe monthly reporting from the licensee, place additional conditions or restrictions on the licence, hold a hearing or cancel or suspend the licence(s).

#### **Level 4**

Makes decisions within policy and legislation. These decisions are not reviewed and include: when to inspect premises, audit financial records and review accounts, and demand information; accepting or rejecting business licensing applications; determining the amount to collect and remit from licence applications; and approving and issuing licences.

#### **B. Level C**

Financial loss to retailers and consumers exists where retailers have not been paid for goods or services, and consumers have not received goods promised and paid for, or have not received payments from judgements that have been awarded. Corrective decisions involve setting up payment schedules or arrangements satisfactory to both parties (e.g., having the company send the refund and the consumer send the goods to the department to ensure satisfactory exchange); denying business licenses that do not meet legislative requirements; and pursuing the company or dealer to satisfy the judgement awarded in court. These decisions are made daily.

### **Factor 3 - Human Relations Skill (4B)**

#### **A. Level 4**

Intervenes and mediates conflict situations between businesses and consumers where parties are at opposing ends and have not been able to resolve the situation on their own over a period of several months. Consumers are distraught after: not receiving goods promised and paid for; not receiving payments from judgements that have been awarded; and being harassed by a collector.

Mediates redress amounts through instalments where consumers have not received payment from judgements awarded (e.g., consumer had received judgement against motor vehicle dealer involving mechanical/safety problems; dealer refused to pay due to cash flow problem); in disagreements where company is reluctant to refund monies to a consumer until after goods are returned, makes arrangements whereby a company remits a cheque which is held by the department until the goods are returned; explains consequences of not complying and makes suggestions to businesses as to how they might comply with legislation.

#### **B. Level B**

Designs and delivers workshops, seminars or formal training presentations up to four hours in length for the Police College, school groups and public forums. Writes responses to parties explaining legislation to resolve complaints and advising clients and stakeholders of their rights and responsibilities under statutes.

#### **Level A**

Verbally responds to inquiries on a variety of consumer-related matters.

### **Factor 4 - Responsibility for Work of Others (1)**

#### **Level 1**

Has no assigned responsibility for the work of others.

### **Factor 5 - Job Knowledge (5D)**

#### **A. Level 5**

Requires knowledge of business/consumer relationships, contractual relationships, legal and civil remedies, and corporate/common law. Requires knowledge of business and accounting practices and principles such as pricing practices, warranties, unfair business practices, standards of service, and financial disclosure. Knowledge is applied in identifying and investigating violations, researching cases, determining the applicability of legislation and enforcing resulting decisions, as well as in reviewing, approving and issuing

operating licences.

This level of knowledge is typically obtained through completion of a degree in a related field (e.g., Business Administration or Commerce).

**B. Level D**

Requires knowledge of consumer protection policies, processes and legislation in order to regulate, licence and/or investigate and resolve complaints relating to a variety of business operations and industries (e.g., motor vehicle dealers, auction companies, fitness centres, direct sellers, collection agencies, funeral homes, agricultural dealers and manufacturers); a variety of goods or services sold (e.g., cars, trucks, recreational vehicles, snowmobiles, hearing aids, renovations, satellite dishes, monuments, augers, combines, sprayers, tractors, computers, vehicle repairs, community planning, trade schools vs sellers of instruction, dry cleaners, hairdressers), and a variety of methods of selling or advertising (e.g., multi-level marketing schemes, direct sales, auction, retail stores).

Requires knowledge of services provided by dealers, boards and associations (e.g., Auto Dealers Association, The Better Business Bureau, Consumer's Association Canada, Real Estate Commission/local boards, Highway Traffic Board, Prairie Agricultural Machinery Institute, Canadian Standards Association) in order to conduct research and investigation regarding consumer/business complaints and provide advice and guidance to clients in resolving complaints.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 1 hour per week exposed to hostile, threatening individuals (4A).

On average, spends 18 hours per week keyboarding and driving in adverse weather to conduct site inspections or audits. (3D)

On average, spends 10 hours per week interacting with impolite, rude or upset clients when explaining requirements and handwriting interview notes, letters and reports. (2C)

On average, spends 5 hours per week driving in good conditions to meet with clients. (1B)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average, spends 1 hour per week working with hostile, threatening individuals. (3A)

On average, spends 31.3 hours per week researching, interviewing individuals and taking statements, delivering presentations, typing letters and reports, reviewing business records and interacting with rude/impolite individuals. (2E)

On average, spends 5.3 hours per week driving in good weather and responding to information requests. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 31 hours per week require accuracy of physical movement when handwriting and typing letters, reports and memos, driving a vehicle and taking interview notes. (2E)

On average, 6.3 hours per week neither speed nor accuracy of physical movement is required. (1A)

**EP; CD #70**  
**Verification Worker**  
**Prince Albert**  
**Social Services**  
**Occupational Code: HVNW**  
**Level 5**

**December 2009**

**Level 2**  
Problems include:

**Main Purpose**

Verifies client information required for approval of financial assistance.

**Primary Responsibilities**

Confirms client circumstances by conducting home visits, contacting landlords, utility companies, employers, and accessing information from the automated Client Index System.

Identifies, through home visits, unmet or changes in client's circumstances that affect needs, such as: other children residing in the home, lack of furniture, utility costs. Writes a report from information obtained, for use by Financial Service Workers.

Conducts random audits of cases selected by Central Office to verify accuracy of application of policy and procedure and accuracy of client circumstances, as previously identified by the Financial Service Workers.

Contacts other provinces and band offices to determine if client is receiving dual benefits. Documents information obtained and returns file to Financial Service Worker who assesses eligibility and potential overpayment.

Obtains information by reviewing files, contacting employers, and conducts home visits. Documents suspected fraud cases and recommends to Financial Service Worker whether or not to pursue fraud charges.

Obtains information on absent parent and makes recommendation to Financial Service Worker as to whether or not to pursue child support via Legal Aid.

Maintains case logs and completes monthly reports to enable the Central Office to monitor and evaluate adequacy and quality of documentation.

**Factor 1 - Problem Solving (2)**

Problems relate to obtaining and verifying client information.

1. Inability to verify information due to unresponsive, verbally abusive, hostile, or intoxicated clients during unannounced home visits.
2. Incorrect information provided by client or unreported changes in client circumstances (e.g., file shows client is single, home visit identifies common law relationship).
3. Limited amount of information available in order to verify client circumstances (e.g., employer fails to provide employment history).
4. Incorrect application by Financial Service Worker of policy in determining financial assistance.

Solutions are achieved by:

1. Reviewing history and background of clients (e.g., propensity for violence), explaining policies or exiting from hostile situation.
2. Identifying information required to verify client circumstance, determining how information will be obtained (e.g., interview, telephone, accessing database) and contacting source to obtain information (e.g., client, employer, landlord).
3. Finding alternative sources of information (e.g., Revenue Canada).
4. Comparing assessment completed by Financial Service Worker to Income Security policies and procedures, reporting and documenting discrepancies or unreported changes in client circumstances to Financial Service Worker.

**Factor 2 - Decision Making (4B)**

**A. Level 4**

Decisions within established policies, procedures and standards are made independently and the majority accepted without review. Examples include: prioritizing workload; selecting from established methods of obtaining client information; determining when to conduct home visits and exit from threatening situations; and determining if discrepancies exist in client information and application of policy. Decisions outside policies, procedures and standards are discussed with the Financial Service Worker or supervisor prior to proceeding.

**B. Level B**

On a weekly basis, checks changes that have been submitted to the department to ensure the filing system has been updated to reflect the changes. In cases where an error is found, makes the corrective decision to change the file relating to the amounts of financial

assistance approved in order to reflect the current changes.

### **Factor 3 - Human Relations Skill (2B)**

#### **A. Level 2**

Listens to and calms clients; explains department procedures when clients are angry about unannounced home visits (leaves if client refuses access to home and advises Financial Service Worker) or the amount of financial support as determined by the Financial Service Worker; requests uncooperative third parties (e.g., landlords, employers) to provide information by indicating client has authorized the collection of information by signing a client consent form; and meets with Financial Service Workers and supervisor to discuss work assignment issues.

#### **B. Level B**

Provides written reports (referrals) to Income Security Workers regarding possible fraudulent clients. Information communicated in the referrals consists of Credit Bureau checks, Unemployment data, and detailed analysis supporting the fraud claim.

#### **Level A**

Provides information to new Verification Workers relating to regulations, policies and procedures, paper flow, conducting audits and home visits. Provides clients with information regarding the criteria to obtain or maintain social assistance (e.g., single or living common law, number of children) and maintenance orders and community resources relating to housing, employment and emergency shelters.

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Checks and verifies the existence and accuracy of information obtained and placed on Income Security files as laid out by Social Assistance Policy and Regulations. Returns file to worker for correction and follows up to ensure the correction is made.

### **Factor 5 - Job Knowledge (3C)**

#### **A. Level 3**

Requires knowledge of aspects of social work relating to family dynamics, affects of poverty (e.g., substance abuse), human behaviour and social functioning. Knowledge of interviewing and conflict resolution

techniques and needs (e.g., food, shelter, clothing) identification is required to recognize and refer issues of client safety and advise Financial Service Worker, applies knowledge in defusing conflict situations, obtaining information and verifying client circumstances.

#### **B. Level C**

Requires knowledge of the Income Security Program in order to: verify client needs; obtain information required to adjust benefits; explain policies and respond to client inquiries (e.g., special needs such as pregnancy or training allowance, client responsibility to report income or changes in circumstances) and compare specific client information (e.g., single mother with 2 children) to policies when completing audits. Knowledge of affidavits/ statutory affirmations is required to verify information regarding common law relationships or employment status.

Requires knowledge of SAP policies and regulations in order to audit case files, and of client situations and conditions. Requires knowledge of the Legal Aid Program in order to make recommendations regarding child support and maintenance orders. Also requires knowledge of community resources such as housing authorities, employment agencies, etc. in order to advise clients of other support agencies available.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 4A**

On average, 2.25 hours per week involves direct and imminent danger from interacting with angry and hostile clients. (5B)

On average, 15.5 hours per week involves interacting with verbally abusive, hostile, mentally unstable, or intoxicated clients, and exposure to vicious dogs, where there is threat to personal safety. (4D)

On average, 2.25 hours per week involves travelling on poor or icy roads. (3B)

On average, 8 hours per week involves interaction with rude and impolite individuals, and performing repetitive tasks such as writing (5 hours). (2C)

On average, 9.33 hours per week involves travelling in good conditions, exposed to unpleasant odours (e.g., garbage), insects, dust, dampness, performing repetitive tasks (data entry, 3 hours) and walking in icy conditions

when conducting home visits. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 8 hours per week interacting with hostile individuals when conducting interviews. (3B)

On average, spends 18 hours per week conducting telephone and in person interviews and typing/writing reports, travelling in adverse conditions, and dealing with rude or impolite people. (2C)

On average, spends 11.33 hours per week walking up stairs, walking while travelling to client's homes, attending meetings, using the telephone and driving a government vehicle in order to conduct home visits. (1B)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, both accuracy and speed of physical movement is required 5 hours a week when completing reports and documents (keyboarding) with extremely short timelines. (3A)

On average, accuracy of physical movement is required 23 hours per week while typing or writing reports, entering and retrieving data (e.g., chronos on the automated system) and driving a vehicle. (2D)

Neither speed nor accuracy of motor movement is a major consideration for the remaining 9.3 hours per week. (1B)

**EP; CD #71**  
**Emergency Duty Worker**  
**Family Services Division, Yorkton Region**  
**Social Services**  
**Occupational Code: HEDW**  
**Level 5**

**December 2009**

Solutions are achieved by:

### **Main Purpose**

Provides on-call crisis intervention and assessment outside regular office hours involving situations such as child neglect, abuse or domestic violence. Services are delivered primarily to children who are in threatening situations and clients requiring financial assistance.

### **Primary Responsibilities**

Responds to crisis situations such as children who have been neglected or physically/sexually abused, families in domestic violence situations, and youth in conflict with the law. Calls are received through community complaints or referrals from RCMP dispatch.

Approves or denies requests for emergency financial assistance from transients under the Social Assistance Plan policies and guidelines.

Apprehends children in accordance with the Family and Youth Services Act, in consultation with the supervisor.

Provides general information to clients and stakeholders such as hospitals, RCMP regarding family services provided by the department.

Provides case workers with documentation on all calls received and actions taken.

Escorts clients from the office to a receiving home or airport as authorized by the supervisor.

Attends court as a witness.

### **Factor 1 - Problem Solving (3)**

Problems relate to calls regarding family crisis situations.

#### **Level 3**

Problems include:

1. A neglected child is found by a neighbour.
2. Allegations of sexual/physical abuse.
3. A transient requires financial aid.
4. Domestic disputes in a home.

1. Assessing the severity of the situation (e.g., age of child, where adults are, determining how often neglect occurs by obtaining information from neighbours/complainant or police and talking to the child about the situation), and apprehending the neglected child if necessary, reviewing past history of the client on case files and then finding a receiving home to place the child in for the night.
2. Obtaining information from the child, police and caller, providing support, counselling and assessing the needs of the child (e.g., whether to place child in a temporary home or shelter).
3. Interviewing transient to determine how critical their needs are (e.g., they have no money and their baby needs food, they have no place to stay for the night) and whether they have already been receiving social assistance, authorizing or refusing financial aid by applying social assistance regulations and policies.
4. Assessing the severity of the situation (e.g., considering the past history violence or abuse in that home), determining whether the police should be contacted to meet the job at the scene of dispute, apprehending the children at the home, if necessary, explaining rights to those involved in the dispute.

### **Factor 2 - Decision Making (3E)**

#### **A. Level 3**

Makes decisions within existing policies, procedures and practices. The majority of decisions are made on-site and independent of the supervisor, however, full reports are completed for each intake call and reviewed by the case worker. Decisions include: determining the urgency or priority of calls; approving or denying financial assistance to clients; conducting home visits; placing a child/youth in a receiving home for the night; referring clients to other agencies or services.

#### **B. Level E**

Threat to the physical and psychological well-being of clients occurs several times per week in crisis situations such as: a child is neglected or runs away; and domestic violence and other abuse in the home. Makes decisions to alleviate threat to clients by removing a child from the home and placing in a temporary receiving home.

### **Factor 3 - Human Relations Skill (3A)**

**A. Level 3**

Intervenes in crisis situations to ensure the safety of a child. Defuses angry or hostile clients who are resistant to the job interfering in their lives. For example, allows the client to vent, then explains and persuades the client that they have a role in the problem, and that the child will be removed if in immediate jeopardy. Attempts to quickly establish rapport and trust through listening, understanding, clarifying issues, providing emotional support and immediate counselling when necessary. Convinces receiving homes to take a child when they are unwilling (e.g., they already have a full house).

**B. Level A**

Verbally provides specific information to clients, RCMP, hospitals and public regarding: services the department provides; support agencies; and financial assistance regulations, policies and procedures.

Logs each call received and the events that transpired in a written report for the case worker.

**Factor 4 - Responsibility for Work of Others (1)**

**Level 1**

Has no assigned responsibility for the work of others.

**Factor 5 - Job Knowledge (4C)**

**A. Level 4**

Requires an understanding of social work principles such as physical, emotional and cognitive development of children and youth (e.g., what is considered normal for the age of a child) in order to identify potential problems (e.g., a baby not functioning at the expected level for the age) during home visits. Also requires knowledge of interviewing and counselling techniques, conflict resolution, family dynamics during disputes or conflicts and indicators relating to physical, emotional, sexual, and substance abuse, and suicidal tendencies. Knowledge is applied by identifying the problem, stabilizing crisis situations through counselling the client, providing shelter or financial assistance and/or referral services.

**B. Level C**

Requires knowledge of the family services program policies and procedures as it relates to the protection of children and victims of abuse. Requires knowledge of protocols (e.g., domestic disputes, child abuse) to follow when providing counselling services or removing

children from homes.

Requires knowledge of the government services [e.g., Justice (legal aid), alcohol and drug, mental health] support agencies and services (e.g., safe shelters, hospitals, friendship centres, child care centres) to provide information to and/or refer clients.

Requires knowledge of the social assistance program in order to approve or deny financial aid to clients or transients within guidelines, policies and procedures.

Requires knowledge of the rights of women and children when called to domestic disputes and youth taken into custody (e.g., a youth cannot be locked in a cell without a judge's order). Requires an understanding of clients' case history (there is often regular contact with some clients) in order to understand their home or financial situation and provide the support required.

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends 2.5 hours per week interacting with angry, intoxicated and physically abusive clients (e.g., domestic violence situations, children acting out - yelling, screaming) where there is threat of personal injury (e.g., at the police dispatch or in homes where police are present). (4B)

On average, spends 2 hours per week driving in adverse conditions taking a client to a receiving home or safe house. (3A)

On average, spends 5 hours per week interacting with rude/impolite individuals (e.g., clients who are denied financial assistance). (2B)

On average, spends 11 hours per week driving to visit clients and transporting them back home or to a receiving home; in dirty homes with dust, garbage and unpleasant odours when conducting visits and in contact with children who have colds, poor hygiene, lice. (1C)

**Factor 7 - Demand**



**Overall Rating - 3A**

On average, spends 1.5 hour per week interacting with hostile, intoxicated, and behaviourally difficult clients. (3A)

On average, spends 19.3 hours per week conducting interviews or counselling, conducting home visits, writing reports, and driving to transport clients in adverse weather; interacting with rude/impolite clients (e.g., when they feel the job is interfering) or when providing empathy and support to clients; and kneeling and stooping to lift children or luggage between 8 and 18 kg. (2C)

On average, spends 16.5 hours per week driving to transport clients, providing information to agencies about services and when lifting client's luggage up to 8 kg. (1C)

**Factor 8 - Coordination**

**Overall Rating - 1A**

On average, spends 13 hours per week performing activities which require accuracy of physical movement when writing reports and driving clients to receiving homes, and court (12 hours); speed of physical movement when picking up a child who has been left alone (i.e., the job must grab the child's belongings, wrap up the baby and vacate the home before the parent returns) (1 hour). (2B)

On average, spends 24.3 hours per week performing activities requiring neither speed nor accuracy of physical movement. (1D)

EP; CD #74

December 2009

**Financial Services Worker**  
**Income Security - Swift Current**  
**Social Services**  
**Occupational Code: HISW**  
**Level 7**

### Main Purpose

Approves and denies/terminates financial assistance by assessing, counselling and referring clients.

### Primary Responsibilities

Interviews clients who are requesting financial assistance in order to obtain personal and financial data and establishes mutual short and long term goals to aid clients toward financial self sufficiency and an improved quality of life.

Assesses initial, changing and ongoing financial and personal circumstances of clients in order to interpret and apply policies and legislation to establish the level of financial assistance required and issue payments based on a plan established with the client (e.g., monthly, weekly, trusteeship, direct payment of rent/utilities).

Counsels clients (e.g., budget management, educational and employment options, lack of food/shelter, personal responsibility, motivation), identifies and discusses problems (e.g., family crisis, parenting difficulties, physical abuse) and refers clients to programs and agencies (e.g., Mental Health Services, Alcohol and Drug Services, and crisis intervention agencies).

Visits clients' homes to gather and confirm information regarding the clients' environment and level of financial need.

Meets with representatives of community agencies in order to enhance/access community programs which complement Saskatchewan Assistance Plan (SAP) services.

Delivers presentations at community meetings regarding the limitations and benefits of the Financial Services Program.

Performs Family and Youth Services duties on an emergency basis.

### Factor 1 - Problem Solving (3)

Problems relate to assisting clients to gain financial self-sufficiency.

#### **Level 3**

Problems include:

1. Client experiencing difficulty in obtaining, or maintaining employment due to lack of education, illiteracy, or psychological disorders.
2. Client experiencing difficulties in managing a budget, or client experiencing financial crisis due to unexpected costs (legal, medical, home repairs, furniture).
3. Client experiencing emotional instability, or violence/abuse, clients with addictions, or who lack parenting skill, or clients unable to cope with life, unemployment, family breakdown, illness, or death in the family.
4. Lack of funding and/or availability of services and programming (e.g., educational programs or food banks in rural communities).

Solutions involve:

1. Considering the client's holistic needs, supports and barriers, addictions, disorders, abilities, interests, motivations, and the availability of employment/education opportunities, establishing mutually agreed to client goals and a case plan (e.g., client to complete Grade 12; attend New Careers training; attend Alcoholics Anonymous), co-ordinating and monitoring services (e.g., follow up with agency to ensure attendance at training), evaluating and modifying the case plan in order to guide the client toward financial self sufficiency and an improved quality of life.
2. Considering the clients regular revenues and expenses and the client's personal circumstances (e.g., dependants, financial background, living arrangements, cultural background) identify cost saving options such as low income housing programs, funding benefits under the SAP's special needs options, programs available for ethnic persons, and other forms of assistance such as Supplementary Health, Legal Aid, Family Income Plan, Automated Enforcement of Maintenance Orders, Salvation Army, and food banks, and establishing a mutually agreed to manageable budget plan which may include establishing direct payment processes with utility companies and landlords, and setting up a trustee for the client, monitoring and making adjustments to the budget plan as the client's personal circumstances change.

3. Identifying and assessing present and underlying problems (e.g., client is unwilling to acknowledge or discuss abuse or addiction problems), understanding behaviours, aiding clients to acknowledge their problems and accept responsibility for their future, assessing the coping ability of the client, identifying supports and barriers, and identifying services available through other programs and agencies (e.g., crisis intervention, parenting workshops, child protection program, teen parent program, mental health, alcohol and drug services).
4. Meeting with agencies to propose the establishment or enhancement of community services such as extending food bank hours, setting up a day care in the community, or establishing credits for children of SAP clients to attend City of Swift Current recreation services during the summer.

### **Factor 2 - Decision Making (5D)**

#### **A. Level 5**

Makes a decision regarding whether or not to continue assistance to clients who have received other income (i.e., as a result of native land settlement, or court ordered abuse payments). Continues assistance to clients without completing a required annual review, and allows for alternative types of transportation for medical travel. These examples are outside of written policy and occur on a weekly basis.

#### **Level 4**

Decisions within policy or procedure that are not reviewed and include: determining case plan approaches; determining the level of financial support based on income, family status and number of dependants; approving one-time payments in cases of emergency such as transient aid, family not eligible for assistance needing grocery funds to feed children; denying assistance to applicant; terminating benefits if client did not meet terms of client behavioural contract; approving payment for medical travel; and setting up direct payment with utility companies.

#### **B. Level D**

Weekly makes decisions such as: locating place for client to live when client has been evicted due to, for example, destruction of apartment; locating a safe shelter for a client who has left an abusive relationship; and paying SaskPower when the power bills have not been paid and power has been cut off. These situations escalate to the point of physical danger several times per month.

#### **Level C**

Financial loss to the government occurs when clients are receiving financial assistance and should not be, or clients are receiving too much financial assistance (e.g., earning income and not reporting it, receiving duplicate assistance). Corrective decisions involve deducting overpayments from future cheques (daily).

#### **Level A**

Makes daily decisions such as: denying requests for emergency and additional assistance for food when SAP funds have been inappropriately used and assessing risk related to suicide threats and providing support to clients by referring clients to other agencies.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Negotiates contracts with SAP clients that relate to the repayment of funds, the disposal of large amounts of funds and excess business or farm assets. Calms clients who are angry at having to repay or sell assets, explains the rationale for the required action, the related legislation and requirements and discusses options to meet program requirements.

Convinces clients to adhere to the terms of their behavioural contract and motivates them to work towards self sufficiency (e.g., continue with agreed-to educational goals or face the consequence of SAP benefits being terminated); and explains to clients why SAP entitlements were denied and attends local appeal hearings to justify decision.

#### **Level 2**

Explains rules of confidentiality when individuals call regarding a client(s) abusing the system.

#### **B. Level C**

Supervises practicum students and provides final evaluations to education institutions.

#### **Level B**

Delivers presentations to community groups regarding SAP services.

### **Factor 4 - Responsibility for Work of Others (1)**

#### **Level 1**

No assigned responsibility for the work of others.

**Factor 5 - Job Knowledge (5C)****A. Level 5**

Requires understanding of the principles and modalities of reality therapy, family centred case management, human social functioning, risk assessment, communication, anger management, self esteem building, motivation and life skills.

Knowledge is required in order to aid clients to achieve financial self sufficiency and an improved quality of life by establishing short and long term financial goals (e.g., client's long term goal is to become an accountant, short term goals are to write and pass the grade 12 equivalency exam). Goals are established and achieved by: identifying and assessing present and underlying problems; understanding behaviours; aiding clients to acknowledge problems contributing to employability and accept responsibility for their future; identifying supports and barriers and managing crises. A case plan for clients who receive Family Services and SAP is created to complement the family services goals as well (e.g., providing funding for day care to relieve the parent from having the children all the time).

Knowledge is applied in the identification of potential child protection issues and referring the case to child protection for in-depth assessment of family functioning.

**B. Level C**

Requires knowledge of the Saskatchewan Assistance Plan, its procedures and policies in order to approve or deny/terminate financial assistance to clients. Requires knowledge of the Social Worker Information Network (SWIN) and Quicken computer programs in order to review/update client's electronic files and to budget client's financial assistance.

Requires knowledge of the Unemployment Insurance Program to explain the consequence of receiving both UI and SAP benefits. Requires knowledge of a variety of programs within and outside the department (e.g., Family Income Plan, ChildCare Subsidy, Family Builders Program: Maintenance Enforcement, New Careers Corporation, Legal Aid, Mental Health) in order to refer clients.

**Factor 6 - Working Conditions****Overall Rating - 3A**

On average, 3 hours per week involves direct and

imminent danger when applying/enforcing legislation with angry and hostile clients in the office and when conducting home visits. (5B)

On average, 4 hour per week involves interacting with verbally abusive, hostile, mentally unstable, or intoxicated clients where there is threat to personal safety. (4B)

On average, 3 hours per week involves travelling in adverse conditions (e.g., bad weather or gravel roads to conduct home visits). (3B)

On average, 8 hours per week involves keyboarding. (2C)

On average, 4.5 hours per week involves driving in good conditions, exposure to unpleasant odours and repetitive movements when using the calculator (2 hours). (1B)

**Factor 7 - Demand****Overall Rating - 4A**

On average, 3 hours per week involves direct and imminent danger when applying/enforcing legislation with angry and hostile clients in the office and when conducting home visits. (3A)

On average, 31 hours per week involves keyboarding and calculating financial data on a calculator, interviewing clients, driving in adverse weather, stooping and crouching to maintain files, and walking on uneven surfaces (e.g., conducting home visits on farms). (2E)

On average, 3.3 hours per week involves sitting, walking up stairs during home visits, walking on even surfaces, and driving. (1A)

**Factor 8 - Coordination****Overall Rating - 4A**

On average, 8 hours per week, both speed and accuracy of physical movement are required when entering and updating client data on the computer, and calculating financial data on a calculator to meet payroll deadlines and provide financial assistance to clients who require immediate support. (3B)

On average, 8 hours per week requires accuracy of

physical movement when driving, entering/updating client data on the computer, and calculating financial data on a calculator. (2B)

Neither speed nor accuracy of physical movement is required the remaining 21.3 hours per week. (1D)

**EP; CD #75**  
**Therapeutic Foster Home Worker**  
**Family Services Division**  
**Yorkton Region**  
**Social Services**  
**Occupational Code: HCPW**  
**Level 8**

**December 2009**

Solutions are achieved by:

### Main Purpose

Responsible for the work and support of foster parents in the Yorkton region who care for physically and sexually abused and sexually intrusive children/youth. As case manager, develops and evaluates individual treatment programs for children in care.

### Primary Responsibilities

Responsible for the work of a maximum of 8 contract therapeutic foster parents whom supports children in care.

As case manager, develops, modifies and evaluates individual treatment programs (ITP) and standards for the children in care. Counsels children in care.

Determines placements for children admitted into the program. Recruits and recommends approval of individuals for the therapeutic foster home program.

Delivers assigned portions of therapeutic skills based training to new therapeutic and community home workers within the province. Conducts presentations to organizations and provides training on parenting skills.

### Factor 1 - Problem Solving (4)

Problems relate to long term treatment planning for case clients and the need to train, recruit and maintain qualified foster homes.

#### **Level 4**

Problems include:

1. The need for a suitable match between child and foster parent.
2. Behavioural problems of child while in a home (e.g., child runs away, steals a car, is suspended from school).
3. Allegations of a child being physically/sexually abused by foster parent.
4. New foster parents not yet skilled in parenting children in care.

1. Assessing the emotional, physical and developmental needs of the child/youth and the abilities and support needs of the potential foster parents (e.g., parents have a child of their own, safety of children being together), observing and assessing the child/foster parent relationship, and determining if the match is appropriate, or the child should be placed with another family.
2. Assessing the youth's behaviour and the parents' methods to resolve the problem, attempting to determine the source of the problem, exploring different options to meet children's needs (e.g., discipline methods, policies and procedures, professional standards, techniques and methods such as Functional Analysis of Behaviour), researching various youth problems (e.g., Attention Deficit Disorder, Fetal Alcohol Effect) to determine how to respond to youth with these disorders, modifying the treatment program, and providing guidance, support, and training to the foster parents.
3. Visiting the home to assess the level of risk to a child (e.g., observing physical indicators such as the presence of several injuries that are in various stages of healing and behavioural indicators such as the child cannot recall how injuries occurred or offers an inconsistent explanation), interviewing the foster parents and counselling on parenting skills; removing a child from the home; and/or recommending closure of the home.
4. Assessing the parenting methods being used in the home and identifying problem areas the foster parents are having (e.g., discipline), meeting regularly with foster parents to provide guidance and support in order to develop parenting skills that meet their specific needs, developing formal training programs to address the problem areas for all new foster parents, developing objectives for child and parent to reduce behavioural problems and counselling children one-on-one.

### Factor 2 - Decision Making (4E)

#### **A. Level 4**

Make decisions within existing policies, standards and regulations. Decisions are not subject to review and include: determining counselling methods to apply based on the nature of the client's problem; determining the content of training programs for foster parents; approving living expenses for clients (e.g., travel, babysitting, phone bills).

## Therapeutic Foster Home Worker

**Level 3**

Makes decisions on-site which are reviewed by the supervisor or treatment planning team, after implementation. These decisions include: changing a treatment program for a child in care or referring to agencies for further counselling or treatment; assigning placements of children into homes; and removing a child from a home.

**B. Level E**

The job is on call 24 hours a day. Situations occur at least once a week, where the children or foster parents are at risk of emotional, physical, or sexual abuse or of self-harm. Due to the high-risk nature of the clients, one child (possibly two) is assigned per home. At least once per week, the job determines whether to take the child away from the home where there is risk, or allegations of physical harm and/or use techniques to calm the child and prevent harm to the child or surrounding people.

**Factor 3 - Human Relations Skill (4D)****A. Level 4**

Establishes long-term relationships with children in care, provides counselling to modify a child's behaviour (e.g., when they are sexually intrusive) and maintains contact with the foster parents (and parents) to ensure day-to-day physical and emotional needs are being met.

**Level 3**

Defuses anger and tension while maintaining the confidence and trust of the parties involved. This includes situations such as: a child accuses the foster parent of sexual abuse and the job conducts an initial investigation; parents become vocally angry in support group sessions (e.g., parent feels ostracized and angry with the job during an investigation of alleged sexual abuse as the job cannot take sides); a child has damaged property and the job mediates between the foster parents, neighbours or schools to resolve the issue in the best interest of the child; explaining the results of an investigation to foster parents and informing them that their home will be closed and services will no longer be used.

**B. Level D**

Annually, delivers portions of a comprehensive skill based training package to other departmental social workers who have recently begun working in the therapeutic foster home and community homes programs. The package has 4 modules: the role of the therapeutic foster home parent, child and adolescent development, assessment and intervention. Delivers

sections relating to assessment and intervention techniques, theories and methodologies (e.g., Positive Scan, Functional Analysis of Behaviour, Behavioural Interventions, Preventive and Corrective Skill Based Teaching). The training is designed to enhance the recipients' skills in applying treatment to similar clients (e.g., physically/sexually abused children/youth and high risk sex offenders).

**Level B**

Presentations are made to community organizations such as Big Brothers, Big Sisters, schools and camps relating to legislation and parenting skills (e.g., discipline methods).

**Factor 4 - Responsibility for Work of Others (1A)**

Has no responsibility for any government FTE employees (term or perm) or volunteers.

**Factor 5 - Job Knowledge (5C)****A. Level 5**

Requires knowledge of social work theory, principles and methodologies. Assessment methodologies such as Willis, La Vigne and Donnellsen are applied in order to counsel and establish long term treatment goals with children, youth, parents and foster parents. Knowledge of treatment and intervention techniques (e.g., Non-aversive Behaviour Management, Cognitive Therapy and Skill Building) are required in order to develop, modify and evaluate individual treatment plans for children in care and provide training to foster parents on intervention strategies. Requires knowledge of parenting skills and child/adolescent development in order to teach foster parents skills to use advanced intervention techniques with abused and traumatised children who have been transferred from home to home over a number of years. Knowledge is typically obtained through a four year Bachelor of Social Work degree.

**B. Level C**

Requires knowledge of the therapeutic foster home program, policies, processes and procedures. This includes knowledge of the processes to recruit new foster parents and the various agencies to pursue to obtain referrals of potential foster parents (e.g., clergy associations, universities, and other departmental program areas); and to screen and recommend admission of clients into the program. Requires knowledge of child protection and income security services, policies,

procedures and legislation in order to provide emergency duty services after hours.

Requires knowledge of the needs within the therapeutic foster home program in order to recruit and recommend new homes, provide the depth of training required to parents lacking skills, and recommend changes to legislation.

Requires knowledge of other departmental program areas such as Child Protection, Children's Services, and Young Offenders as children come into care from these programs. Requires knowledge of the Adoption Services and processes (e.g., to complete forms for clients' adoption or explain process to a pregnant teenage client). Requires knowledge of a variety of services and agencies to refer clients for treatment (e.g., Alcoholics Anonymous, Mental Health Services and associations, homes for pregnant young women, group homes), for legal aid (Justice), for employment and training of parent.

#### **Factor 6 - Working Conditions**

##### **Overall Rating – 3A**

On average, 2.5 hours a week is spent intervening with angry and hostile clients exhibiting hostile behaviour. (5B)

On average, 5 hours per week is spent with hostile clients where there is threat of physical harm (e.g., on farms or transporting children); and travelling in extreme conditions to respond to emergency calls (e.g., suicide). (4B)

On average, 15.5 hours per week are spent driving in adverse conditions to meet clients' in their homes or transporting children in care to foster homes or other destinations and taking notes over the phone and at meetings (11.5 hours). (3D)

On average, spends 10 hours per week interacting with rude/impolite parents of children in care and typing reports (5 hours). (2C)

On average, spends 4.3 hours per week photocopying and travelling in good conditions to meet with clients. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, spends 4 hours per week interacting with clients who are threatening self-harm or hostile clients, which requires mental demand. (3A)

On average, spends 31.3 hours per week lifting training equipment (e.g., televisions, VCRs) weighing 9 - 15 kg., counselling or interviewing clients, conducting home visits, delivering presentations, typing reports and taking notes at meetings, and driving in adverse conditions to meet with clients, and interacting with rude and impolite parents or children. (2E)

On average, spends 2 hours per week lifting children's belongings of up to 8 kg and walking within the office area to perform activities such as photocopying. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

On average, spends 25 hours per week performing activities requiring either accuracy or speed: 15 hours per week driving, typing reports and using a calculator where accuracy is the main consideration; 10 hours per week taking notes over the phone or at meetings where speed is the main consideration. (2D)

Spends 12.3 hours performing activities where neither speed, nor accuracy is required. (1B)



EP; CD #77  
August 2015  
Adoptions Worker, Family & Youth Services  
Melfort - Nipawin Region  
Social Services  
Occupational Code: HCPW  
Level 8

### Main Purpose

Delivers pre-adoption, adoption placement and post placement services to adoptees, adoptive families and birth families. Also provides emergency duty services.

### Primary Responsibilities

Assesses suitability as parents by conducting a home study through a series of personal interviews to obtain information about the prospective parents.

Counsels prospective parents on issues such as infertility and grief, preparation for parenting and openness in adoption.

Counsels adoptive families who are experiencing difficulties after placement relating to issues such as parenting methods, and children experiencing separation and attachment issues.

Contacts adoptee, birth family, and adoptive family for sharing of information and possible reunion. Counsels adoptee, adoptive parents and birth parents on issues such as anger, rejection and guilt.

Completes and submits documentation to Court of Queens Bench to finalize ward and inter-country adoptions.

Reviews independent and stepparent adoptions processed by lawyers to ensure proper documentation and procedures are followed. Issues a certificate of non-revocation if adoption is acceptable.

Provides emergency duty services for all program areas (e.g., Social Assistance Plan, Child Protection Services) after hours and when program areas are in meetings.

### Factor 1 - Problem Solving (4)

Problems relate to assessing adoptive families for children who are unable to remain with their family of origin and reuniting adoptees with their birth parents.

Level 4  
Problems include:

1. Couples, who would like to adopt a child, but has not been approved as a suitable adoption placement.
2. Adoptees with special needs (e.g., developmentally delayed; mental or physical disabilities resulting from fetal alcohol syndrome) or who have suffered from physical, emotional or sexual abuse, or neglect.
3. Adoptions that are experiencing difficulties after placement (e.g., child feels that the adoptive parent has set rules that are too rigid and restrictive).
4. Adoptee requesting to be reunited with a birth parent who is suffering from physical or emotional disorders, or is incarcerated.

Solutions are achieved by:

1. Assessing the suitability as parents by obtaining (e.g., through interviews) and examining information on marital and family relationships, experience with children, personality, interests, education, financial status, employment, medical history and criminal record; assessing family dynamics (including the use of tools such as ecomaps and genograms), marital relationship, racism and integration, addictions, and gender and cultural issues; writing a report detailing the information collected, the assessment and the rationale for a recommendation to approve, or deny the home as suitable for an adoption placement.
2. Assessing the emotional, physical and developmental needs of the child and the abilities and support needs of the adoptive parents; developing a long-term plan jointly with the adoptive parents that meets the developmental needs of the adoptee at different stages of development; and referring the adoptee and family for specialized assessment, treatment and services.
3. Assessing the situation by examining areas such as school, community and young offender involvement to identify underlying problems; quickly developing a response strategy; providing counselling to resolve conflicts between parents and child; referring clients to outside agencies for specialized counselling and services; and removing child(ren) from their home when at risk of immediate harm.
4. Developing a strategy to communicate the circumstances to adoptee which involves considering knowledge of adoptee and how they may react to the information that their biological parents are suffering from physical or emotional disorders, or are incarcerated; considering the situation of the biological parents (e.g., the type of emotional disorder) and arranging a meeting

environment that will minimize emotional impact, on all parties, caused by the reunion.

Solutions #2 and #3 sometimes involve organizing and leading case conferences attended by adoptee, adoptive parents, co-workers from other program areas such as Young Offenders and Family Connections, as well as the RCMP, medical staff, and crisis unit staff. Requires jointly developing a strategy to address the client's needs. Monitors the implementation of the actions to ensure the case plan objectives are met.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Make decisions within existing policy, procedures and standards that are not reviewed. Decisions include: determining which issues need to be pursued further with each client during home studies; determining what the emotional, physical and developmental needs of the child are and the abilities and support needs of the adoptive parents; and determining if and where a client should be referred for further assistance (e.g., determine if marital, alcohol, or mental health counselling is appropriate). Recommendations to approve or deny a home as suitable for an adoption placement are made to the supervisor.

#### **B. Level C**

On average, twice per month the provides emergency duty (on-call) services for all program areas (e.g., Social Assistance Plan, Child Protection Services) after hours and when program areas are in meeting. Once every month requires making immediate decisions (e.g., apprehend a child) to ensure the safety and well being of children, to directly alleviate the physical danger.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

Provides ongoing counselling to adoptees in areas such as separation and abandonment, effects from mental and physical disabilities as a result of fetal alcohol syndrome, or from physical, emotional and sexual abuse; whether or not to search for birth parents; and mediates conflicts between adoptee and adoptive parents (e.g., child feels that the adoptive parents have set rules that are too rigid and restrictive), and conflicts between adoptive parents regarding parenting style. In order to provide counselling and referral services, assesses the emotional, physical and developmental needs of the child. Refers adoptees to outside agencies for specialized assessment and counselling services.

#### **Level 3**

Counsels adoptive parents relating to issues such as infertility and emotions around not being able to have biological children; and grieving when a mother changes her mind about placing her child for adoption after the adoptive parents have bonded with a child for up to 14 days. Convinces clients, who are uncomfortable with the sensitive questions (e.g., marital difficulties) asked during the home study, that it's necessary to discuss these subject matters to ensure a successful placement.

#### **B. Level C**

Supervises students from post secondary institutions who are completing a practicum. Provides final evaluations in order for the student to meet the necessary educational requirements.

#### **Level B**

Delivers presentations to students on issues such as Planned Parenthood, dating violence and the impact of adoption on the adoptee, birth parents and adoptive parents. Also, delivers presentations to adoptive parents on issues such as openness in adoption, fetal alcohol syndrome and separation and attachment. Delivers presentations to co-workers on issues discussed at training seminars, as only one worker will attend a training session and then provide the information to the other workers via a presentation.

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Responsible to ensure that documentation filled out by protection and young offender workers regarding adoption proceedings is filled out correctly and accurately. In cases where the information is incorrect or incomplete, gives the incorrect information back to the appropriate worker and has them correct the error.

### **Factor 5 - Job Knowledge (5C)**

#### **A. Level 5**

Requires knowledge of social work principles and practices relating to: adoption issues; parenting; a child's social, physical and emotional development; self-esteem; sexuality; separation and attachment issues; crisis intervention and conflict resolution; communication models (e.g., Carkuff); and assessments

tools (e.g., ecomaps, genograms). This knowledge is applied when case planning, counselling and supporting adoptive parents and adoptees. Also requires knowledge of family dynamics, marital relationships, racism and integration, addictions, and gender and cultural issues in order to decide if a home should be approved as a potential adoptive family.

Knowledge is normally obtained through a four year Social Work degree program.

### **B. Level C**

Requires knowledge of the adoption policies and procedures and legislation. This includes knowledge of independent, ward, step and international adoption policies, procedures, and administrative processes. This knowledge is required to provide pre-adoption, adoption placement and post-adoption placement services. Also, requires knowledge of the Family Centred Services Manual in order to assess and develop treatment plans for clients. Requires knowledge of child protection and income security services, policies, procedures and legislation in order to provide emergency duty services after hours or when other program areas are in a meeting.

Requires knowledge of young offender services and legislation related to criminal charges, as an adoptee may also be a young offender. Knowledge of victims of domestic violence services, and mental health services in order to respond to general inquiries and to refer clients. Requires knowledge of health organizations (e.g., public health, mental health, fertility clinic), the justice system (e.g., legal aid, unified family court) and numerous other referral and service agencies such as Saskatchewan Adoptive Parents Association, Indian Affairs and the Kinsmen's Children Centre. Requires an understanding of the services provided by the Provincial and National Adoption Desk, private adoption agencies, foster parent program, and private social work practitioners in order to explain to clients what services are available and how they work. Knowledge of Court of Queens Bench requirements is necessary to finalize adoptions.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 3A**

On average, spends 1 hour per week directly intervening with individuals exhibiting angry or hostile behaviour arising from emergency duty services. (5A)

On average, spends 2.5 hours per week responding to

Adoptions Worker, Family and Youth Services hostility or anger directed at the position. (4B)

On average, spends 15.5 hours per week keyboarding (13 hours) and travelling in bad road conditions (2.5 hours). (3D)

On average, spends 10.3 hours per week interacting with rude or impolite people, handwriting while taking notes (5 hours) and being interrupted when working under deadline pressures to submitting court documents on time. (2C)

On average, spends 8 hours per week driving in good conditions. (1C)

### **Factor 7 - Demand**

#### **Overall Rating – 3A**

On average, spends 3.5 hours per week interacting with in person hostility directed at the position. (3A)

On average, spends 24.5 hours per week conducting interviews, word-processing reports, writing reports, completing documents for court, driving in bad road conditions, counselling clients, lifting items such as a child weighing in excess of 8 kg., and interacting with rude or impolite people. (2D)

On average, spends 9.3 hours per week providing general information to clients and driving in good conditions. (1B)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

On average, 5 hours per week requires accuracy and speed of physical movement when keyboarding under deadline pressures. (3A)

On average, 28.5 hours per week requires accuracy of physical movement when typing and writing reports and driving. (2D)

On average, 3.8 hours per week require neither speed nor accuracy of physical movement is required. (1A)

**EP; CD #79**  
**Supervisor, Integrated Service Delivery**  
**Buffalo Narrows**  
**Social Services**  
**Occupational Code: HCPS**  
**Level 11**

**August 2015**

home in the north), and professionals to conduct specialized assessments (e.g., refer clients to Mental Health in LaRonge but there's a long waiting list).

### **Main Purpose**

Responsible for the delivery of all Family and Youth, Income Security and Support Services delivered by the Buffalo Narrows Office.

### **Primary Responsibilities**

Responsible for 8 staff who deliver Family and Youth Services programs and Income Security Programming.

Coordinates information flow and service delivery within the department and with other agencies to ensure staff have up to date information on policies, services and available community resources.

Participates in Regional Management Meetings and leads Buffalo Narrows office staff meetings.

Represents the department on inter-agency committees established to enhance the level of service provided to clients through community development and information sharing.

Regularly counsels clients when case workers are in the field, or are not available to respond to emergency circumstances of their clients.

Monitors and approves office expenditures (e.g., travel claims).

### **Factor 1 - Problem Solving (5)**

Problems relating to the delivery of family and youth programs.

#### **Level 5**

Problems include:

1. An increase of social problems in the community such as suicide, teen pregnancy, or youths drinking and using drugs at the age of 12.
2. Lack of resources including foster homes, parent-aides, private, or government counsellors, recreational activities for youths, funding for recreational events, community homes (only 1

Solutions are achieved by developing plans for the delivery of Family and Youth Services programs by subordinate staff. This includes:

1. Identifying emerging areas of concern for the north based primarily on information obtained through case reviews and trend analysis; strategizing to combat emerging issues and defining which services within the programs will be primary in order to address the immediate needs of the communities (e.g., focus on community development).
2. Meeting with other community agencies to develop community programs, resources and services for youths.

#### **Level 3**

Problems include:

1. Income Security programming relate to clients disagreeing with their allotted benefits and case plan.

Solutions are achieved by:

1. Reviewing workers' analysis of a client's circumstances (e.g., a client's low education level, alcohol addiction, or disability influencing a lack of opportunities, low self esteem), assets and client's ability to make changes; reviewing the behavioural contracts developed by workers, to encourage clients' short term goal setting; reviewing the workers' long term case plan for clients including resources clients have been referred to and goals client and worker have set; applying policies and legislation; and either approving or adjusting benefits and case plan.

### **Factor 2 - Decision Making (4E)**

#### **A. Level 4**

Makes decisions within policies and regulations which are not reviewed. These decisions include: applying or directing staff on program and service priorities and the application of acts, regulations, and program policies; determining the work methods to be used by subordinate staff (e.g., prepare family maps, eco maps and sequencing of a client's behaviour prior to case consultation or case review); and approving budget expenditures (e.g., travel costs, office supplies) within

approved budget limits and existing financial policies. Reviews decisions that are outside standards and policies or which set legal precedents with the Regional Director, Program Manager and Program Consultant before a decision is implemented.

#### **B. Level E**

On a daily basis, approves case plans designed by staff to eliminate conditions or behaviours which threaten a client's safety, or well-being. Such decisions include approving: referral services to other agencies such as alcohol/addictions treatment centers or mental health services, transfers of children to a different foster home; and financial aid in special circumstances; directing staff to apprehend a child; immediately apprehending the child(ren) when case workers are not available and a child is abandoned or subjected to sexual and/or physical abuse; a client is known to become violent, therefore the job directs the staff member to take another staff member or the police when conducting a home visit. Situations escalate to the point physical danger to clients and/or workers once per week.

#### **Level B**

Financial loss to government occurs when a case worker provides too much financial assistance to clients. Corrective decisions involve directing staff to correct the overpayment. These decisions occur, on average, once per month.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

Intervenes in situations or disputes between the worker and client where conflict has escalated over a period of time and is beyond resolution and reasoning. Mediates between the two parties to resolve differences.

Modifies case plans and treatment modalities to ensure client behavioural, attitude and cognitive change continues to develop.

#### **Level 3**

Listens to dissatisfied client concerns regarding their case plan, assesses the case plan developed by the worker and explains to the client that the case plan developed is appropriate given their situation.

Helps parents, through explanation, to understand their role in relation to their child's problem (e.g., a child's tendency to fight is perhaps linked to how mom and/or dad react to kids when they are angry). Convinces clients that specific requirements must be met in order

Supervisor, Income Security & Family & Youth Services to receive the benefits they are requesting.

Provides counselling to clients when caseworkers are in the field or are not available to respond to emergency circumstances of their clients. Emotional, physical and developmental needs of the child must be assessed in order to provide counselling or referral services with the outcome to modify a child's behaviour. Advises the case manager of the incident and the action taken to respond to the circumstance.

#### **B. Level C**

Communicates and defends social work treatment methodologies applied to client case plans where other human service professionals in agencies (e.g., psychologists, Drug and Alcohol Treatment Centre professionals, Anger Management professionals) disagree with treatment plans.

#### **Level B**

At interagency meetings and meetings with community groups, delivers factual talks to build awareness on issues (e.g., department services, gaps in services, increasing social problems in the community such as suicide or teen pregnancy, and lack of resources such as foster homes, role-models, and parent-aides, and professionals to conduct specialized social assessments of clients in the north.

### **Factor 4 - Responsibility for Work of Others (5)**

#### **Level 5**

Full responsibility for 8 FTE's.

### **Factor 5 - Job Knowledge (5D)**

#### **A. Level 5**

Requires knowledge of social work practices and principles relating to: social, physical and emotional development, child abuse/neglect, parenting, self esteem, sexuality, spousal abuse, alcohol and drug abuse, cultural awareness and racism, intervention across cultural lines, traditional and changing roles, stereotyping, and an understanding of the stages of human development. Knowledge is applied in providing direction to staff on the application of social work principles and practices in the development of case plans for clients and identifying emerging areas of concern for the north (e.g., increase of social problems in the community such as suicide, teen pregnancy or youths drinking and using drugs at the age of 12).

Knowledge is normally obtained through a four year Social Work degree program.

**Level 2**

Requires knowledge of human resource management including how to coach for ongoing performance, how to resolve conflict between staff members, and how to organize and assign work to staff. This knowledge is required in order to oversee the delivery of services by staff in the Buffalo Narrows Office.

**B. Level D**

Requires knowledge of: Family Services programs, policies and regulations including Child Protection, Child Care, Teen and Young Parent services; Young Offender Services (e.g., developing and presenting case plans and sentencing options for youths facing sentencing; providing court mandated contact, direction and counselling to young offenders sentenced to probation) policies and regulations; and Income Security services, policies and regulations. Knowledge is applied in developing plans for the delivery of Family and Youth Services by the Buffalo Narrows Office and providing direction on the application of departmental policies and regulations to staff managing caseloads in each of the program areas.

Requires knowledge of: RCMP protocols to conduct joint interviews; school policies and procedures relating to truancy; mental health outpatient and inpatient center mandate and programs, women's shelters and community recreational programs to refer clients, and who to contact at the hospital in order to conduct case conferences.

Requires knowledge of the Social Worker Information Network (SWIN) and WordPerfect to access, enter data and wordprocess reports.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, spends 2.3 hours per week interacting with violent and/or hostile clients (e.g., while apprehending children). (5B)

On average, spends 5 hours per week interacting with verbally abusive and mentally unstable clients when visiting homes to investigate child protection referrals. (4B)

On average, spends 12 hours per week entering and

Supervisor, Income Security & Family & Youth Services accessing data on the computer causing risk of strain injury (10 hours) and travelling in adverse conditions to visit homes to investigate child protection referrals, or to apprehend children. (3C)

On average, spends 11 hours per week interacting with rude and impolite clients who are unhappy about the benefits or services they have received. (2C)

On average, spends 7 hours per week driving in good road conditions to attend meetings, faxing, photocopying, filing, exposed to deadline pressures when preparing workers reports (e.g., pre-disposition, adoptions papers, or child protection documents) that are to be presented at court or approving client financial assistance benefits before payroll deadline, and in close proximity to communicable diseases such as colds. (1B)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average, 2 hours per week work working with violent or angry parents or family members while intervening in crisis situations (e.g., where the outcome may result in the apprehension of the children), or interacting with clients who are threatening physical harm. (3A)

On average, 30 hours per week involves reviewing information to comprehend circumstances raised by case workers, providing support to children who have been abandoned by their care giver, interacting with clients who are angry that they have not received adequate financial assistance, attending meetings to present information or integrate services, keyboarding to enter or access data and driving in adverse weather conditions. (2E)

On average, 5.3 hours per week involves making telephone calls, photocopying, faxing, driving in good weather conditions, providing general information to clients and staff, sitting, walking up stairs and lifting children and their belongings weighing up to 8 kgs. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 4 hours per week requires speed and

accuracy of physical movement when keyboarding data to complete and review reports (e.g., predispositions, adoption papers, and child protection documents) to be presented at court under deadline pressures or when entering client data on the computer or calculator for financial assistance benefits to meet payroll deadlines. (3A)

On average, 17 hours per week requires accuracy of physical movement when driving, keyboarding, filing, and photocopying. (2C)

On average, 16.3 hours per week neither speed nor accuracy of physical movement is required. (1C)

**EP; CD #81**  
**Probation Officer (Saskatoon)**  
**Justice**  
**Occupational Code: HPOW**  
**Level 9**

**November 22, 2010**

### **Main Purpose**

Provides pre-sentence reports to the court and counsels, directs and monitors adult offenders sentenced to probation, or conditional sentence orders for the purpose of reintegration into the community while promoting community safety.

### **Primary Responsibilities**

Monitors via in person and community contacts offender compliance with court order. Develops offender case plan and counsels, directs and refers offenders to educational and treatment resources in the community.

Interviews accused, family, victim, police, etc. and completes pre-sentence report action to be taken be used by the courts.

Completes violation reports and recommends action to be taken by the courts when offenders violate conditions of court order. Completes case record management activities including case documentation and risk assessments.

Attends court to act as a witness when subpoenaed, or probationer has violated conditions of probation order. Provides case management training to volunteer probation officers.

Provides cover-off in the absence of other probation officers and program co-ordinators.

Delivers presentations to various groups, liases with other service providers such as Social Workers and medical practitioners (e.g., physician, psychiatric nurse) to provide services to offenders and participates in community development activities.

### **Factor 1 - Problem Solving (4)**

Problems relate to assessing offender's suitability for probation and monitoring and directing the activities of probationers.

**Level 4**

Problems include:

1. Requests from the court to assess offenders' suitability for probation program when there is a history of criminal behaviour (e.g., violence, sexual assault) as well as dysfunctional issues such as substance abuse.

Solutions are achieved by:

1. Assesses offender suitability by interviewing and gathering information from the offender, family members, peers, medical practitioners, police, and community agencies regarding their offence. The criminal history, patterns of behaviour, family relationships, mental and physical health, motivation, attitude, employment history, schooling, learning style and history of substance abuse are also discussed. The analysis includes examining file information such as previous pre-sentence reports, completing the risk assessment and determining risk of re-offending and establishing a case plan based on the identified needs of offender.

### **Level 3**

Problems include:

1. Probationer violates conditions of probation order (e.g., fails to report to probation officer).
2. Other government departments or community helping agencies reluctant, or unwilling to provide services to probationers.

Solutions are achieved by:

1. Identifying condition violated and impact, gathering and assessing information in order to determine if facts support violation, completing report and forwarding to Crown Prosecutor.
2. Meeting with agency, identifying issues, barriers and needs, and establishing action plan.

### **Factor 2 - Decision Making (5E)**

#### **A. Level 5**

On a weekly basis, decisions include whether or not to initiate new Criminal Code charges or impose suspended sanctions against clients. Has authority to make decisions outside of written requirements specified in the conditions (e.g., extend restitution timelines, community service time and program participation) of individual Probation Orders.



**Level 4**

Has authority to make decisions within policy. Decisions include determining which in-house, or community resources to utilize, establishing frequency of reporting by probationer if not specified by the court, determining risk level (e.g., high, medium or low) to be assigned to probationer. Gather and assess information and make a sentencing recommendation to the court and authorizing travel permits for probationers, selecting probationer (by reviewing background and criminal history) to be paired with volunteer probation officer and when necessary, terminating this arrangement and enforcing probation conditions such as attendance at a treatment facility.

**B. Level E**

At least once a week and sometimes daily makes decisions that alleviate physical and psychological threat to the safety and well being of the victim, offender and general public. Decisions include enforcing non-contact provisions (immediately revoking the clients probation right) to protect the victim as specified in the Probation Order, releasing information to community agencies or individuals raising their awareness of potential threats. Determines which treatments or programs offenders will receive for aggressive behaviour patterns, self-abuse or mental disabilities (Mental Health, Community Living Division, in-patient treatment programs.) These situations escalate to the point of physical danger to members of the community, offender (suicide) or victim if corrective measures are not taken.

**Factor 3 - Human Relations Skill (4C)**

**A. Level 4**

Interacts with a caseload of offenders (portion of which reports on weekly basis) where a case plan has been developed, identifying goals and programming such as attending addictions counselling. Counsels offenders using information such as that outlined in the pre-sentence report and identified by risk assessment. Counselling includes: discussing charges and events leading to conflict with the law; gaining offender understanding of how family history, socialization and motivating factors contribute to unlawful behaviour; using models such as Relapse Prevention and Reality Therapy, explores offender's feelings (e.g., anger, hurt) and rationale for actions, identifying positive methods to address feelings such as use of "time outs" and assertive communication style as well as identifying offender decisions and high risk actions (e.g., consuming alcohol) which contribute to relapse or criminal behaviour. The objective is to have offender's gain insight and

understanding of their behaviour and to effect change in their thinking patterns, attitudes and behaviour in order to live in the community in a lawful manner.

**Level 3**

Establishes rapport and trust with probationers in order to provide guidance and support enabling offender to recognize needs, become self sufficient and responsible for their actions. Listens to and calms offenders when angry over content, or recommendations outlined in pre-sentence report, reporting instructions, etc.

**Level C**

Transfers information in written Pre-Sentence and Violation Reports to the judiciary (e.g., judge and legal counsel.) Reports are developed through community contacts and interviews with victims, police and family members that contain information regarding the clients criminal history, patterns of behaviour, family relationships, mental and physical health, motivation, attitude, employment history, schooling, learning style and history of substance abuse. Reports include an assessment of the information gathered, alternatives available for sentencing (community, provincial, federal) and recommendations on programming the client requires (e.g., anger management, substance abuse, gambling addiction, sexually abuse,). Attends court as required to defend behavioural assessments and sentencing recommendations.

**Level B**

Prepares and delivers presentations to volunteer probation officers, students and offenders (Attendance Centre) relating to community corrections programs and the criminal justice system. Educates volunteer probation officers on the various court orders, procedures on a case-by-case basis

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

Responsible for the work of volunteer probation officers by monitoring the achievement of goals, ensuring that quality and quantity standards are met, coaching for ongoing performance improvement and demonstrating job functions and procedures.

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Requires knowledge of the principles and practises of social work, theories of counselling, human behaviour

and motivation, addictions, conflict resolution, interviewing, criminogenic factors and the criminal justice system. This information is gathered in order to assess offender needs and counsel probationers to make behavioural and attitudinal changes and to accept responsibility for their actions. Requires knowledge of legal and social justice issues and trends in order to provide sentencing recommendations to the courts.

Knowledge of relapse prevention is required in order to counsel offenders to understand their offending cycle and to help them not to re-offend.

Knowledge is normally obtained through the completion of a degree in Social Work, Human Justice, or Criminology.

### **B. Level C**

Requires knowledge of the principles and goals of the probation program and other programs including restitution, community service orders and intensive supervision/electronic monitoring in order to prepare pre-sentence reports including a sentencing recommendation as requested by the courts, complete case records and advise probationers regarding conditions of probation. Requires knowledge of programs such as Sex Offenders Program, or the Attendance Centre in order to advise probationers of available programming and make referrals. Also requires knowledge of the Volunteers in Probation program in order to train and monitor the work of volunteers.

Requires knowledge of the Saskatchewan Child Abuse Protocol regarding the reporting of abuse and referral of probationer to related services. Knowledge of community resources such as Mental Health Services is also required in order to advise probationers and initiate referrals.

Requires knowledge of computer hardware and software programs such as WordPerfect and Corrections Management Information System in order to complete reports and access data.

### **Factor 6 - Working Conditions**

#### **Overall Rating 4A**

On average spends 2.5 hour a week intervening in situations where a client is exhibiting hostile behaviour. (5B)

On average, spends 16 hours a week in contact with

individuals threatening the job during home visits to communicable diseases such as Hepatitis B or C. (4D)

On average, spends up to 8 hours per week in contact with clients known to have longer-term treatable communicable diseases such as Tuberculosis and Hepatitis A and driving in adverse conditions. (3C)

On average, spends 8.5 hours per week interacting with rude and impolite probationers (e.g., conducting home visits), writing and entering data. (2C)

On average, spends 2.5 hours per week exposed to dust, insects and unpleasant odours, driving in good conditions and in contact with communicable diseases such as colds. (1B)

### **Factor 7 – Demand**

#### **Overall Level 4A**

On average, spends 7 hours a week interacting with hostile individuals that have learning speech and sensory barriers (FAS) while preparing pre sentence reports and conducting interviews. (3B)

On average, spends 30.5 hours per week performing data entry, writing reports and interacting with rude or impolite clients during counselling sessions. (2E)

### **Factor 8 – Co-ordination**

#### **Overall Rating 3A**

On average, accuracy is the major consideration 21.5 hours per week when performing activities such as data entry, writing reports, filing and using office equipment such as fax or telephone and driving a vehicle. (2D)

Neither speed nor accuracy of physical movement is a major consideration the remaining 16 hours per week. (1B)

**EP; CD #87** **September 2007**  
**Parental Care Supervisor**  
**Family and Youth Services, North Battleford**  
**Social Services**  
**Occupational Code: HCSS**  
**Level 6**

### **Main Purpose**

Responsible for the work of night-shift staff who provide care and custody to young offenders at the North Battleford Youth Centre.

### **Primary Responsibilities**

Shared responsibility for the work of five staff who are each responsible for their own unit of residents.

Monitors activities of young offender residents allowed to stay up late.

Maintains building and resident security ensuring security systems are working and checking residents' rooms.

Provides physical necessities and emotional support to residents.

Writes shift incident reports for the day-shift supervisor.

Responds to emergency incidents where residents attempt suicide, escape, or are injured.

### **Factor 1 - Problem Solving (2)**

Problems relate to ensuring care and security of youth in the facility.

#### **Level 2**

Problems include:

1. A resident appears disturbed or upset (e.g., lonely, acting out, distraught, quiet) and/or suicidal.
2. Resident is injured or, becomes seriously ill.
3. Staff complain of abuse by residents (e.g., verbal or physical).
4. Residents become involved in a physical dispute.

Solutions are achieved by:

1. Talking to, or counselling the resident to identify the problem, establishing a behavioural contract, completing a risk assessment, and/or calling in additional staff to provide one-on-one support.

2. Applying immediate First-Aid if possible and calling for ambulance, or arranging for resident to be transported to hospital by another employee.
3. Having employee file a report, speaking to the resident and if abuse is founded, counselling resident on appropriate behaviour and reporting incidents to the day supervisor.
4. Separating and counselling residents, documenting the incident and revoking privileges and/or recommending resolution/consequences to the day supervisor.

### **Factor 2 - Decision Making (4E)**

#### **A. Level 4**

Makes decisions within policies and procedures where the majority are accepted without review and include: determining the frequency of security checks and room searches; when to obtain non-self harm contracts from potentially suicidal residents; administering first aid for minor situations and contacting supervisor for serious illness; and arranging coverage for an employee who calls in sick.

#### **B. Level E**

Threat to the physical and emotional well-being of residents occurs several time per week when verbal fights break out between residents, residents are upset about their sentence or personal matters, injuries or illnesses occur and a resident is suicidal.

Makes decisions to alleviate threat such as intervening in fights where possible, determining when to provide emotional support to individuals, and conducting suicide watches or obtaining a non self-harm contract from the resident.

When highly volatile situations occur (e.g., residents are physically fighting) other staff and the supervisor are called in.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Conflict is encountered when residents are verbally abusive, physically aggressive and destructive to property; not settling down at the beginning of the shift; potentially suicidal, and violating rules.

Defuses behaviourally difficult residents by attempting to calm them down and/or calling for back-up staff to help restrain individual and placing them in a holding room, listening, and empathizing with those who are upset about personal matters, assessing the severity of a

potential suicide situation and obtaining a behaviour or non-self harm agreement.

### **B. Level B**

Writes daily incident reports for the day-shift staff explaining events that transpired during the night shift and the responses taken.

### **Level A**

Explains facility policies and procedures to callers (e.g., family or friends). Provides explanations to police officers regarding incidents and contacts and explains to relatives of resident in the event of a problem (e.g., resident threatening to harm themselves if unable to speak with relative).

## **Factor 4 - Responsibility for Work of Others (3)**

### **Level 3**

Has shared supervision of the work of 5 FTE's who provide safety and security to youth during the shift. Responsibilities include monitoring the achievement of goals; ensuring quality and quantity standards are met; coaching for ongoing performance improvement and demonstrating job functions.

## **Factor 5 - Job Knowledge (4C)**

### **A. Level 4**

Requires knowledge of social work principles and practices including counselling, conflict resolution, family dynamics during divorce or separation, inter-generational conflicts and indicators relating to physical, emotional, sexual and substance abuse, grieving and suicidal tendencies. Requires knowledge of suicide intervention and communication processes.

Knowledge is applied by completing risk assessments, stabilizing crisis situations (e.g., a potentially suicidal resident), talking to or counselling residents to identify potential problems, establishing non-self harm contracts; and providing care and guidance to young offenders by listening to and empathizing with those who are upset about their sentence or other personal matters.

### **Level 2**

Requires knowledge of human resource management to provide guidance and training to other staff on the shift regarding work methods and policies and procedures; assign and distribute tasks and monitor for performance.

Requires knowledge of language and grammar to write incident reports. Requires CPR and First Aid knowledge in order to attend to injuries.

### **B. Level C**

Requires an understanding of residents' backgrounds and case plans, the Guided Group Process, and facility safety and security policies and procedures (e.g., restraint, in case of fire or electrical problems, etc.) in order to enable residents' to complete their sentence; respond to physical, emotional and/or emergency situations; and explain to residents their rights and responsibilities in custody and why they are in custody.

Requires knowledge of the Criminal code, Young Offender legislation, Department programs (e.g., Family and Youth Services, SAP, Young Offender's programs etc.) and knowledge of community based programs (e.g. Mental Health Clinic, Crisis Unit, Children's Advocate) in order to work in conjunction with local law enforcement or to initiate referrals for residents.

Requires knowledge of the use of two-way radios, intercoms, phones, restraint equipment (e.g., shackles, handcuffs, shields), riot alarms, keys and locks in order to ensure equipment is in working order and arrange for repairs.

## **Factor 6 - Working Conditions**

### **Overall Rating – 3A**

On average, spends .5 hour per week in situations where there is threat of physical harm from unpredictable residents (e.g., getting violent resident out of room, resident holds the job hostage). (5A)

On average, spends 8 hours per week interacting with residents exhibiting hostile behaviour (e.g., intervenes when residents are on the verge of becoming physically aggressive with each other). (4C)

On average, spends 2.5 hours per week in close contact with residents who have tuberculosis or Hepatitis. (3B)

On average, spends 18 hours per week interacting with impolite/rude residents (e.g., yelling, kicking, rude gestures, resisting rules while locked in their rooms) (12 hours) and writing reports (6 hours). (2D)

On average, spends 8 hours a week exposed to cleaning agents (e.g., laundry detergent and shampoo); offensive odours (e.g., laundry, garbage), toner, gas and motor oil;

and in contact with lice when admitting new residents into the facility. (1C)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 8.5 hours per week running to respond to emergency codes in another building (e.g., through ice, snow and water); restraining residents and applying restraint equipment and interacting with or calming hostile and physically/verbally aggressive residents. (3B)

On average, spends 18 hours per week moving furniture (weighing between 8 and 18 kg.) during security checks, reaching and stretching to conduct security checks, (tops of doors, cupboards), working with rude or impolite people, writing incident reports and counselling residents. (2C)

On average, spends 10.8 hours per week sitting and walking while observing residents in rooms, doing laundry and conducting security checks. (1B)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, spends 8 hours per week performing activities that require both accuracy and speed of physical movement such as physically restraining fighting residents, running through ice, snow or water while responding to emergency codes and applying shackles or handcuffs to violent residents. (3B)

On average, spends 6 hours writing incident reports where accuracy of physical movement is most important. (2A)

On average, spends 23.3 hours per week performing activities where neither speed nor accuracy of physical movement is required. (1E)

**EP; CD #88**  
**Tax Information Officer**  
**Revenue Division**  
**Department of Finance**  
**Occupational Code: FRTW**  
**Level 8**

**August 2015**

**Main Purpose**

Provides tax information and instruction to taxpayers (provincial, national and international) and government employees on provincial revenue programs.

**Primary Responsibilities**

Provides interpretations and instructions to taxpayers (provincial, national and international) and/or their representatives as well as government employees on all aspects of taxation and tax legislation.

Researches tax issues and writes issue papers recommending alternative applications of tax; drafts guidelines to ensure the information provided to taxpayers results in fair and consistent tax treatment; and/or writes or updates tax information bulletins for distribution to the industry concerned, government employees and the general public.

Resolves inconsistencies and disagreements regarding charging of and paying of taxes between consumers and businesses; establishes tax liabilities; and verifies tax refunds.

Conducts training sessions on tax legislation.

Visits business, trade shows, garden shows, exhibitions, etc. to ensure tax is remitted and/or collected in accordance with legislation.

**Factor 1 - Problem Solving (4)**

Problems relate to the application of tax legislation and the requirement to stay current with changes in industry and technology.

**Level 4**

Problems include:

1. Taxing new industries in the province where tax treatment has not been determined.
2. Taxing goods and services in the technology industry.
3. Present policies that do not achieve equity among the business industry.

Solutions are achieved by:

1. Examining the exact nature of the business; determining if a similar service exists and how it is taxed; analyzing this information against existing legislation; calculating the potential impact of the decision on the industry in the future as well as the impact the decision may have on otherservices.
2. Contacting businesses in the industry to summarize the different tax situations; examining the taxable services industry, manufacturing industry, telecommunications industry, etc. and determining if similar services exist; and studying the historical tax trends in the industry to anticipate future and potential tax trends (e.g., desktop publishers create a taxable product that is received either on a computer disk or via a modem. One of the difficulties in determining tax is how to tax something received and returned through a modem.).
3. Determining why the policy was established in the first place and how existing legislation applies to the industry; examining how the business is presently remitting tax and how the tax is being passed on to customers; and does the existing policy interpretation result in fair treatment to the taxpayer and to the businesses involved (e.g., in the video rental industry, businesses had the option to pay tax when acquiring rental inventory or to collect tax from the customer at the time of rental. This process was not resulting in equity among businesses in the industry and a policy was developed and implemented for the conversion valuation of inventories to determine a refund of tax to businesses that paid tax on their inventory and establish a mutually agreeable conversion date for collecting tax from customers).

**Level 3**

Problems include:

1. Taxpayer complains that a business is incorrectly charging tax.

Solutions are achieved by:

1. Contacting the business to investigate the complaint. Examining sales records to determine if tax is being collected in accordance with legislation. Providing a written response to the taxpayer and a notice to the business to ensure tax is collected appropriately in the future. Arranging for refund/payment of tax.

**Factor 2 - Decision Making (4D)**

**A. Level 4**

Decisions that are within policies and regulations are accepted without review such as: developing alternative applications and guidelines to provide equitable treatment; defining and categorizing direct agents for a new manufacturer; establishing tax liability where no sales records exist; determining if a business agreement is a lease or third party financial arrangement; and calculating liquor tax returns involving offsale and resale levies.

**B. Level D**

Financial loss to government occurs through non-payment of taxes. Corrective decisions involve providing an assessment and following up to ensure remittance, determining tax treatment for new industries and establishing fair and consistent tax treatment where no records exist. These decisions occur daily.

**Level B**

On a monthly basis, visiting taxpayer's premises to analyze books/records and determine if taxes are being remitted. When the taxes are not, provides the taxpayer with an assessment and explains the provisions of the revenue program and why the taxpayer owes the money.

On a quarterly basis, levies tax assessments, penalties and interest on vendors at trade shows, garden shows and exhibitions.

**Factor 3 - Human Relations Skill (3C)**

**A. Level 3**

Persuades taxpayers and/or their representatives to accept their tax liability by explaining the requirements of provincial tax programs (e.g. The Education and Health Tax, The Liquor Consumption Tax) and to make voluntary remittance of the same.

Mediates disagreements between businesses and customers on what tax should and should not be applied to. Listens to both sides of the issue and provides an interpretation and decision on whether the tax should be collected or refunded.

Calms irate taxpayers/business owners by listening to their concerns and explaining policies, rules or tax status using examples that relate specifically to their situation in order to achieve acceptance and compliance.

**B. Level C**

Researches, analyzes and writes reports which recommend taxing or exemption status for a variety of goods and services, manufacturing products, agricultural machinery, etc. This information is used by business auditors and tax collectors and by taxpayers to understand how revenue programs impact their business/industry.

**Level B**

Develops and delivers training sessions (2 hours to one day) to groups of association members (e.g. Outfitters, business school groups, etc.) and branch employees to explain legislation, tax obligations and policies for their particular industry. Each presentation is designed by researching legislation, regulations, policy rulings and information bulletins that are specific to the group receiving the training.

Provides advice on the application of tax and historical tax knowledge to other areas in the Department such as Audit, Licensing and the Collections and Enforcement Units to resolve taxation issues.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Checks and co-signs adjustments to tax accounts prepared by jobs in the branch and when an error is found follows up to ensure the change has been made.

**Factor 5 - Job Knowledge (5D)**

**A. Level 5**

Requires knowledge of financial and cost accounting and auditing principles, techniques and procedures as provided by the Canadian Institute of Chartered Accountants. Knowledge is applied when reviewing sales receipts of vendors and taxpayer's books and establishing tax shortages. Knowledge of accounting information systems is required to understand taxpayer's computer systems and to access information and request specific download information when reviewing automated taxpayer records.

Knowledge is typically obtained through a university degree with an accounting specialization.

**Level 3**

Requires knowledge of public speaking and group presentation methods to provide training to a variety of interest groups regarding the collection and recording of

tax.

### **B. Level D**

Requires knowledge of Revenue Division policies and procedures as well as knowledge of how Education and Health Tax impacts businesses within all industries in the province (e.g. computer software/hardware sales and services, telecommunication and broadcasting services, printers, publishers, retail and service industries, contractors, manufacturers, manufacturing contractors, rental industries and the oil industry). Knowledge is applied by answering a taxpayer inquiry line and providing tax information, instruction and guidance to: taxpayers who own/operate businesses in any one of the industries within the province; provincial auditors; staff in the collections unit; and other staff answering inquiry lines. The knowledge is also applied when leading, developing, organizing and researching tax projects such as non-resident contractors; and researching tax issues to prepare information bulletins on a good/service where the application of a revenue program is unclear (e.g. how to apply the Education and Health Tax to the desk top publishing industry).

Requires knowledge of provincial revenue programs related to Liquor Consumption Tax, Litter Control, Fuel Tax, Tobacco Tax and related administrative guides, as well as historical knowledge of tax rulings, information bulletins and manuals in order to explain, interpret and clarify taxation policy as well as to research tax problems, develop tax applications and assess implications, and write guidelines and information bulletins.

Requires knowledge of other department procedures and programs (Liquor & Gaming Authority, Department of Justice) in order to relay information to the public and to respond to or re-direct inquiries.

Requires knowledge of computer databases such as The Revenue Division RS50 system, SGI and Consumer Affairs Systems to access taxpayer information as well as Microsoft Works, Wordperfect 5.1, Microsoft Mail, Windows for Work Groups, PC Tools to type/enter, format and obtain data. Requires knowledge of the Internet in order to input provincial revenue program information.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average spends 1.5 hours per week exposed to

taxpayers threatening physical aggression when visiting taxpayer's business premises and when collecting tax money from transient vendors at exhibitions, trade shows, etc. (4A)

On average, spends 20.3 hours per week keyboarding. (3D)

On average, spends 13.5 hours per week working towards deadlines where interruptions occur from answering telephone inquiries, and interacting with rude and impolite (swearing; yelling) taxpayers either in person or on the telephone. (2C)

On average, spends 2 hours per week exposed to unpleasant odours (e.g. animals, glue, garbage) dust, insects, etc. while analyzing books at taxpayer's place of business and collecting tax at trade shows, garden shows and exhibitions. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 1.5 hours per week work interacting with hostile taxpayers and transient vendors. (3A)

On average, spends 32.3 hours per week work researching tax issues, conducting reviews of taxpayer's files, entering data, delivering training sessions, responding to tax inquiries from rude and impolite taxpayers, walking and standing at trade shows or exhibitions, reviewing transient vendor records and collecting tax and standing at a counter and meeting with taxpayers while responding to their inquiries. (2E)

On average, spends 3.5 hours per week gathering financial data, faxing and photocopying documents, responding to routine inquiries, carrying a lap top computer and brief case not exceeding 8 kgs., walking to deliver bulletin mailout requests within headquarters building and walking stairs at taxpayer's premises where an elevator is not available. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

For 30.5 hours per week, accuracy of physical movement is of major consideration when walking on rough terrain at exhibits to collect taxes from transient



vendors, entering/retrieving data, typing reports, letters, etc. and to operate office machines (e.g., photocopier, fax machine). (2E)

For 6.8 hours per week, neither speed nor accuracy of physical movement is a major consideration. (1A)

EP; CD #89  
Admin Clerk  
Student Financial Assistance  
Post-Secondary Education and Skills Training  
Occupational Code: PDPW  
Level 2

September 2007

### **Main Purpose**

Provides mail and student file tracking services for the branch.

### **Primary Responsibilities**

Reviews incoming correspondence related to assessment, summarizes the key information, enters the summary into the database for tracking purposes, and distributes correspondence to units within the branch.

Retrieves client files for branch personnel. Enters information on file status into the database for tracking purposes.

Maintains paper and electronic data files of students requesting financial assistance.

Provides support to the clerk responsible for collecting and sorting outgoing correspondence for branch units.

Provides direction to co-workers regarding the annual application mailout.

### **Factor 1 - Problem Solving (1)**

Problems relate to the review of information in correspondence and locating client information in the branch.

#### **Level 1**

Problems typically include:

1. Missing critical information in correspondence (e.g., return address, client number, where to direct request).
2. Requests to locate information within the branch (e.g., client files).

Solutions are achieved by:

1. Comparing correspondence contents to information in database file/paper file.
2. Reviewing the computer tracking system to determine where the file was last located.

### **Factor 2 - Decision Making (2A)**

#### **A. Level 2**

Reads incoming correspondence, determines and summarizes what the key issues are, enters the summary into the computer and forwards the correspondence to the appropriate unit for response.

#### **Level 1**

Makes independent decisions, which fall within established guidelines that are not reviewed, including deciding where correspondence should be routed (e.g., student may request an appeal but may really be referring to a reassessment therefore the job must decide where to forward), deciding how to respond to requests for information from clients (e.g., sending out packages, brochures other information brochures).

#### **B. Level A**

Responsible for general office safety (e.g., files put away, exits/pathways clear in case of emergency).

### **Factor 3 - Human Relations Skill (1A)**

#### **A. Level 1**

Explains to branch staff the need for files to be returned and persuades co-workers to search for misplaced files.

#### **B. Level A**

Responsible for explaining to new and existing branch employees methods of tracking incoming correspondence and files.

### **Factor 4 - Responsibility for Work of Others (2A)**

#### **Level 2**

Provides guidance to and is partially responsible for the work of 4 summer students. This responsibility includes checking and verifying the work of these employees for specific tasks (e.g., annual mailout of applications) and the authority to have the employees' work corrected as necessary.

### **Factor 5 - Job Knowledge (2B)**

#### **A. Level 2**

Requires knowledge of language to respond to verbal and written requests from branch employees, educational institutions, students and financial institutions.

Requires knowledge of computerized databases and of general office procedures. Knowledge is applied in: maintaining files (numerical and color-coded), database inquiries/updates.

**B. Level B**

Requires knowledge of the services provided by the Student Assistance Branch in reviewing correspondence from students, educational institutions, financial institutions or other agencies to determine what the key issues and most important aspects are, summarize the information, enter it into the computer system and forward the request/information to the appropriate unit for response. Requires knowledge of the services of the Department of Post-Secondary Education and Skills Training to determine where requests should be routed if they are not student loans issues. Also requires knowledge of procedures around database/manual tracking systems specific to the branch in order to locate files and ensure client information is up to date.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 24 hours per week performing repetitive functions such as data entry/typing. (3E)

On average, spends 1 hour per week confined to a room exposed to loud noises (under 85 decibels) where there is no opportunity to remove oneself (output burster and tractor feed stripper). (2A)

On average, spends 8 hours per week exposed to dust (e.g., pulling files, and changing toner). (1C)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, spends 25 hours per week entering/accessing information on computer, typing labels, data entry; lifting/pulling weights over 9 kg (e.g., file boxes, lifting boxes of applications during mailouts), and crouching/stooping while filing. (2D)

On average, spends 11 hours per week lifting/pulling weights up to 8 kg(eg., general filing, lifting of mail buckets for outgoing/incoming mail), opening mail, sorting files/correspondence, mailing out assessment

results; filing/pulling files, annual mailout of applications and mailing out forms; delivering/retrieving mail, delivering files/correspondence. (1B)

**Factor 8 - Coordination**

**Overall Rating - 3A**

Accuracy of physical movement is important when entering information into the database for tracking which occurs 27 hours per week to ensure loan assessments are not delayed and to ensure that files are up to date with the most current data. (2D)

Neither speed nor accuracy of physical movement is required 9 hours per week. (1B)

**EP; CD #90** **November 2009**  
**Processor, Voluntary Payments**  
**Provincial Court Payment and Information Centre**  
**Justice**  
**Occupational Code: PDPW**  
**Level 3**

### **Main Purpose**

Processes payments on summary offense notices and summons Summary Offence Ticket payments from the public into the Justice Automated Information Network (JAIN).

### **Primary Responsibilities**

Opens mail and sorts cheques, certified cheques and money orders.

Checks all payments for accuracy and sends payments requiring special processing to the cash mail clerk.

Batches and totals the fine payment amounts and ticket numbers.

Responds to inquiries and requests for information regarding the payment of fines, from the general public, police agencies, other government offices, other court offices and SGI.

### **Factor 1 - Problem Solving (2)**

Problems relate to the processing of payments for summary offence notices and summons Summary Offence Tickets.

#### **Level 2**

Problems include:

1. Payments received with incorrect information (e.g., written and numeric information on cheque differ; money order with no machine total; a cheque written to replace NSF; cheque missing the signature; etc.).
2. Payments that require special processing [e.g., post-dated cheques that go beyond 30 days after the court date and require late payment fees; cheque is not enough to cover the fine; payments received with Notice of Conviction Letter and no ticket; cheque or money order in US or other foreign funds; altered cheques (e.g., name, branch or account number changed)].
3. Totals of fine amounts on tickets and cheques/money orders do not match.

4. Fine and ticket numbers do not balance after the batch is run.
5. Payment received with a letter asking for answers to questions regarding the law, police, or stating problems making payment.

Solutions require the job to:

1. Date stamp the cheque, record information on the Cash Mail Record, and note the problem on the cheque so a letter can be sent by the supervisor asking for a replacement cheque.
2. Check information on the system (e.g., court dates); refer to cash mail clerk for processing; refer late payment charges to supervisor for processing.
3. Re-calculate totals, correct and initial changes.
4. Check the cheque for a ticket number; do a name search on JAIN for an outstanding ticket; call the person who sent the payment and ask what it is for.
5. Determine whether the letter should be answered or whether the person is stating a point of view and does not need a reply; note payment on the letter and refer to the supervisor for reply.

### **Factor 2 - Decision Making (4A)**

#### **A. Level 4**

Makes decisions independently within established guidelines and precedent and the majority are not checked. Decisions include: determining how to correct errors found after totalling the fine amounts or after the batch is run; phoning banks on altered cheques to verify validity; phoning court offices for information from hard copy (e.g., fine amount) or the public for more information on their payment; sending money that does not belong to PCPIC (Provincial Court Payment and Information Centre) to provincial courts on mandatory tickets, to city hall on parking tickets, or to other provinces. Decisions outside of existing guidelines are referred to the supervisor or the cash mail clerk.

#### **B. Level A**

Advises the driver's license non-renewal unit of payments received so they can remove the conditions which are preventing people from getting their licence renewed. No financial loss is corrected and no corrective action is taken.

### **Factor 3 - Human Relations Skill (2A)**

#### **A. Level 2**

Responds to complaints over the phone from the public about letters they have received from the court offices

letters from the public to determine whether they require a response.

requesting payment. Examples include: a person claims that a ticket is not theirs and wants their record cleared right away; a person claims that they paid a ticket but the payment is not on the system and they cannot get their drivers' licence renewed if their fine has not been paid; a person claims they paid the ticket on time so they should not have to pay late charges. Requires checking the records, providing the current information to the person, and explaining the policies and legislation governing the payment process, and that the PCPIC office processes the payments but has no authority to change the fines or tickets. For example: explaining that if a person uses someone else's name on a ticket, the named person has to go to court to prove that they did not commit the offense; explaining that the computer information and the hard copy from the court office either confirms the letter or the complainant's claim. Also responds to complaints from court offices when information is not kept current on the computer system due to data entry errors or due to system malfunctions. Explains the problem to the court office and fixes errors, and reports systems problems to the systems analyst.

#### **B. Level A**

Responds to inquiries from other court house employees and police forces regarding information on specific tickets and general payment procedures. Responds to general informational inquiries from the public [e.g., how is the fine calculated for a speeding charge; the violation is identified on their ticket with a number but is not spelled out and they want to know which violation is referred to on their ticket (e.g., vehicle over width, vehicle over weight)].

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Assigns and distributes work and provides guidance and coordination to three data entry keyers in the unit during overload situations (i.e., usually Fridays).

### **Factor 5 - Job Knowledge (2B)**

#### **A. Level 2**

Requires knowledge of computers in order to enter payments and do name searches on tickets. Requires knowledge of language and communication in order to: respond to inquiries over the phone (e.g., looking up specific violation numbers referenced in various acts to determine what violation the ticket is for); read the documents and payments received and ensure all information required is present and accurate; and read

#### **Level 1**

Requires knowledge of addition and subtraction in order to total fine amounts and balance batches.

#### **B. Level B**

Requires knowledge of the JAIN computer system to type and enter data received, and obtain data to respond to inquiries as to whether payments have been received on tickets. Requires knowledge of the documents used and the general processes in the provincial court system in order to respond to inquiries from the general public and process payments received [e.g., whether a charge can be settled at any time or whether it must have a set court date; whether a charge and payment belongs at provincial court or in another jurisdiction (e.g., some violations in small towns such as noisy parties and barking dogs would go through provincial court but the same violations in a city such as Regina are processed by the city government instead)]; the acceptability of cheques (e.g., cheques cannot be: over six months old; post dated too far in the future; second party cheques; the wrong year; written in pencil.).

Requires knowledge of the operation of an adding machine including changing the tape and cartridge; a photocopier and a printer (including adding paper and changing cartridges); and a fax.

Requires knowledge of the policies for opening mail and receipt of money to record cheques and money orders in the Cash Mail Record, stamp cheques for deposit, and total the ticket amounts and monies received.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 19 hours per week keyboarding (10 hours), using an adding machine (5 hours), interacting with rude and impolite people over the phone and responding to verbal threats over the phone from the public who claim to have paid their fine and are angry that the payment is not recorded in the system. (2D)  
On average, spends 1 hour per week exposed to ink and toner from the photocopier when changing cartridges, and to dust from files. (1A)

### **Factor 7 - Demand**

### **Overall Rating - 1A**

On average, spends 19.5 hours per week entering data on computer and using the adding machine, interacting with rude and impolite people; kneeling to look up files; crouching/stooping to locate and box files and lifting boxes of files weighing 8-18 kgs. (2C)

On average, spends 16.5 hours per week sitting to open the mail, writing, answering the phone; standing to do photocopying, filing, sending faxes, lifting files; walking up stairs to other floors to locate files. (1C)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, 20 hours per week require both speed and accuracy of physical movement. Speed is essential to ensure the volume of payments received are entered in the morning so the deposit is ready by noon. Accuracy of motor movement is also very important as the information entered into the system is the record of who has (and has not) paid their fines and is used by all the court offices and the Non-Renewal Unit. Activities include: opening between 100 and 500 envelopes and batching for processing; using the adding machine to total the fine amounts and ticket numbers in each batch; entering the batches on JAIN. (3C)

On average, 16 hours per week require neither speed nor accuracy of physical movement. (1C)

EP: CD #92

December 2009

**General Administrative Support  
Policy and Programs Division  
Environment and Resource Management  
Occupational Code: PDPW  
Level 3**

**Main Purpose**

Provides human resource administrative support to the Forestry Branch staff.

**Primary Responsibilities**

Provides explanation of employee benefits to Forestry Branch staff and information pertaining to branch and department employment opportunities to the public; maintains attendance records and files for all branch staff; compiles reports of overtime hours and costs for internal budget forecasting purposes; maintains and updates branch organizational charts.

Provides explanation of articles in the collective agreement to employees and managers.

Advises branch managers on the staffing process; processes staffing requests for casual labour service competitions; writes job advertisements; monitors the hiring process.

Summarizes branch training needs from staff development plans, coordinates and organizes group training for branch staff based on common learning needs, and registers staff in individual seminars.

Provides secretarial support to the Forestry Administration Unit.

Advises staff on contract approval process, ensures contracts are signed, recorded and distributed, and provides information to accounts personnel to facilitate payment.

**Factor 1 - Problem Solving (2)**

Problems relate to branch staff and the public not understanding human resource policies and procedures, the Collective Agreement, employment opportunities and staffing processes.

**Level 2**

Problems typically include:

1. Discrepancies in benefits such as annual leave and sick leave entitlements, overtime hours and earned days off.
2. Staff or the public questioning hiring procedures followed for casual labour service positions.
3. Training or licensing requirements of branch staff have not been updated.
4. Correcting differences between original contract amount and invoice amount (eg. tree planting or site preparation contracts).

Solutions are achieved by researching information and providing explanations. Solutions typically include:

1. Researching personnel/attendance files, contacting the Human Resources Branch, comparing with Human Resources records, finding and correcting discrepancies and informing the Human Resources Branch and employee.
2. Explaining the hiring process to the individual complaining, if the individual claims that the appropriate process was not used, checks the "hiring list" to ensure that the proper procedures were followed. If the procedures weren't followed, informs own supervisor and human resource advisor, and meets with own supervisor and nursery manager to discuss options for resolution (e.g., inform them of branch policy and determine why it wasn't followed).
3. Reviewing staff development plans for each employee, examining course preferences, determining similarities, recommending courses to the supervisor which can be held at the branch based on interest and number of participants, planning for fiscal year once approval has been received, periodically reviewing throughout the year; considering timing, future needs and expiration of licences; monitoring employee attendance.
4. Determining correct amount by checking original contract and branch approval form. If the invoice amount is larger, requesting supervisor to prepare a contract amendment, making copies and sending documents to the accounting department.

**Factor 2 - Decision Making (4A)**

**A. Level 4**

Makes decisions within established standards, policies and regulations and that are not reviewed. Examples of decisions include: correcting and advising employees of errors on staff attendance forms; prioritizing, organizing and filling training courses from staff development

plans; screening resumes for casual labourers at forest nurseries and compiling "hiring list" based upon experience; and providing established interpretations of the PSC/SGEU Collective Agreement regarding benefits to employees and managers.

**B. Level A**

Responsible for own safe work practices such as closing drawers and loading filing cabinets.

**Factor 3 - Human Relations Skill (3A)**

**A. Level 3**

Conflict occurs when employees disagree with the amount of their salary and benefit entitlements. Listens in order to clarify and understand the employee's issues and interests, calms the employee and explains what the mistake is, the reason it occurred, what is being done to correct it, and, if necessary, what the employee can do (e.g., submit attendance or benefit claim forms on time) and/or what will be done by the job, to prevent similar errors in the future.

**Level 2**

Listening, understanding, clarifying, explaining and calming skills are used to calm members of the public who are frustrated with lack of service regarding a particular issue, staff who become verbally abusive regarding a personnel issue, members of the public who are disgruntled by department hiring procedures. Provides explanations of the relevant collective agreement articles or personnel policies, government hiring processes and people to contact. If the disagreement persists, the issue is referred to the supervisor.

**B. Level A**

Explains to employees of Forestry Branch and/or other northern branches or regions, and the public, general personnel information and employee benefits (eg. employment opportunities, and where and when to submit applications, attendance forms, income tax forms, payroll forms, life/dental/disability insurance, superannuation, leave entitlements, etc.), policies and procedures to increase their understanding of the requirements and circumstances.

**Factor 4 Responsibility for the Work of Others (1)**

**Level 1**

No assigned responsibility for the work of others.

**Factor 5 - Job Knowledge (3B)**

**A. Level 3**

Requires knowledge of computer hardware for operation of a personal computer and word processing, spreadsheet, database and electronic mail software packages for entering, formatting and obtaining data.

**Level 2**

Knowledge of secretarial and administrative techniques and procedures is necessary to perform functions such as typing and filing.

**B. Level B**

Requires knowledge of the sections of the Human Resource/Payroll Procedures Manuals, the PSC/SGEU Collective Agreement and SERM Policy and Procedure Manual which relate to benefits, staffing and classification procedures in order to provide established interpretations, information and explanations of policies to staff. Knowledge of Government and Department Contract Administration policy and procedures is applied in processing, recording and monitoring branch contracts.

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, 20 hours per week are spent entering/retrieving data on a computer. (3D)

On average, 1 hour per week is spent interacting with rude/impolite employees and the general public. (2A)

On average, 4 hours per week are spent using a calculator and exposed to photocopier toner. (1B)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, spends 25 hours per week word processing, calculating employee benefits and interacting with rude/impolite individuals. (2D)

On average, spends 11 hours per week sitting, and standing (filing). (1B)



**Factor 8 - Coordination**

**Overall Rating - 3A**

Accuracy of physical movement is required 23 hours per week when word processing and using the calculator. (2D)

Neither accuracy nor speed of physical movement is demanded for 12 hours per week. (1B)

**EP; CD #93** **December 2009**  
**Student Loans Assessor**  
**Information Advisory and Assessment**  
**Student Financial Aid Branch**  
**Post-Secondary Education and Skills Training**  
**Occupational Code: PDPW**  
**Level 5**

### Main Purpose

Screens, assesses and processes applications for student loans, and loan remission and forgiveness (repayment of loans by the Government of Saskatchewan on behalf of the student). Answers correspondence and telephone inquiries regarding the Canada and Saskatchewan Student Financial Assistance Programs.

### Primary Responsibilities

Reviews, analyzes and assesses applications for student loans. Requests clarification of personal, financial and/or educational information from applicants. Enters application information on the computer system, and forwards application for filing.

Approves or denies loan forgiveness and/or remission benefits.

Enters, retrieves, updates and reviews client loan account data on a computer system.

Provides information and advice to loan applicants, their families and other agencies in response to inquiries about student assistance programs, verbally and in writing.

Provides input toward changes to forms, programs, policies and workloads.

### Factor 1 - Problem Solving ( 3 )

Problems relate to approving student loan and remission/forgiveness applications and responding to inquiries.

#### **Level 3**

Problems typically include:

1. A client disagrees with the number of post-secondary weeks of full-time study that was used to calculate remission/forgiveness benefits.
2. Unclear or vague client transcripts of marks from different educational institutions with varying formats, which are used to determine successful

completion of education.

3. An applicant disagrees that he/she does not meet eligibility criteria for remission/forgiveness benefits (e.g., did not complete at least 60% of a full-time course load in a school year).

Solutions are achieved by:

1. Reviewing the client's computer records and paper file to validate complaint; adjusting the educational history by updating the number of post-secondary weeks, referencing educational transcripts, comparing education history with eligibility criteria to re-calculate remission/forgiveness benefits, contacting educational institution to verify questionable periods of full-time study, and advising client of assessment results in writing or by telephone.
2. Reviewing transcript of courses completed and paper file; determining if client's educational information is sufficient for comparison to remission/forgiveness benefit eligibility criteria; if not, contacting the educational institution directly for clarification of transcript in order that remission/forgiveness can be approved or denied.
3. Reviewing client transcripts to verify discontinuation, discussing extenuating circumstances (e.g., medical illness, family breakdown) with the client, determining the validity of the reasons by requesting a medical certificate from the client if circumstances are medical related, comparing the transcript to eligibility criteria and recommending approval/denial of benefits to the supervisor;

#### **Level 2**

Problems include:

1. An error is reported following entry of student loan application information.

Solutions are achieved by:

1. Reviewing the error report to determine where the error occurred; reviewing the client's application to determine if there was a data entry error, if the application was completed incorrectly, or if there was missing information; entering the correct information, or contacting the client for correct or missing information and entering that information in the computer system; informing the client if the adjustment affects their funding.

**Factor 2 - Decision Making ( 4C )****A. Level 4**

Makes independent decisions within federal and provincial student assistance policies and procedures, and the majority are accepted without review. Decisions include: approving/denying remission and forgivable loan benefits; requesting information from clients or educational institutions to verify eligibility for remission/forgiveness and/or student loan; changing client information which alters eligibility for remission/forgiveness benefits or student loan. Decisions outside of established policies and procedures (eg. unusual or extenuating circumstances) are reviewed before being made.

**B. Level C**

Finances loss to clients or the department results from errors in previous assessments and approvals of remission/forgiveness benefits, made by others, when applicants were ineligible, and the denial of benefits to clients who were eligible. Corrective decisions involve approval of payment to the client based on reassessment, or determining the amount of, and requesting repayment by the client. These decisions occur daily.

**Level A**

Screens, assesses and processes applications for student loans, and loan remission and forgiveness (repayment of loans by the Government of Saskatchewan on behalf of the student).

**Factor 3 - Human Relations Skill ( 3B )****A. Level 3**

Calms and listens to clients who are upset with the assessment of their application. Explains student assistance programs criteria, policies and regulations to clients who have been denied remission or forgiveness benefits. Explains student loan and remission/forgiveness benefit calculations to clients. Convinces clients of the legitimacy of the approval or denial of remission/forgiveness and/or student loan based on the program criteria to ensure the client understands the policy.

Resolves conflicts with clients who disagree with loans and/or remission/forgiveness benefits assessment results and requests further information to confirm or change initial assessment. For example, explains errors and delays in processing applications or errors made, and/or what actions are required to approve/deny loans or remission/forgiveness benefits which affect the client's

eligibility (e.g., clarification of transcripts).

**B. Level B**

Responds to inquiries by explaining criteria and information required to meet that criteria, in writing, as it relates to a specific client situation.

Provides information regarding remission/forgiveness benefit and loan assessment criteria and procedures to other department and government employees, and educational institutions to help those employees with meeting individual client needs (e.g., a worker from Social Services requests client loan amounts and potential for remission/forgiveness benefits to calculate provincial financial assistance benefits). Responds to inquiries by explaining criteria as it relates to a specific client situation by telephone.

Advises clients verbally on how to represent their circumstances (e.g., suggests students write letters explaining circumstances and providing documentation) for approval of further loans or remission/forgiveness benefits.

**Factor 4 - Responsibility for Work of Others ( 1 )****Level 1**

When responding to inquiries at the front reception desk, enters client appointments with student aid consultants and supervisors of other Units (e.g., Overpayments, Reassessments) in a general schedule book.

Checks results of previous loan and remission/forgivable benefit assessments, and work within the student loans process of other employees in different work units (e.g., Assessment, Audit and Repayment Unit) to ensure accuracy and completeness of client data before performing own assessment of benefit eligibility and corrects the errors where necessary.

**Factor 5 - Job Knowledge ( 3C )****A. Level 3**

Requires knowledge of the operation of a computer, database, keyboarding and electronic mail software to enter and obtain information (e.g., student loan account) and compose correspondence explaining program criteria to clients.

**Level 2**

Requires knowledge of the calculation of percentages in

order to calculate loan remission and forgiveness amounts. Knowledge of language and grammar usage is required in order to provide verbal and written responses to inquiries.

### **Level 1**

Requires knowledge of addition, subtraction, multiplication, division in order to calculate loan remission and forgiveness amounts.

### **B. Level C**

Requires knowledge of the eligibility policies and qualification procedures of the Forgivable Loan and the Special Incentive Plan in order to approve/deny applications for remission/forgiveness benefits.

Requires knowledge of the policies and procedures of the Canada and Saskatchewan Full-time Student Loan Programs, Part-time Student Loan Assistance Programs and Assistance for Students With Permanent Disabilities, and Special Opportunity Grants programs in order to assess student loan applications and provide detailed program information in response to inquiries from a variety of sources (e.g., clients and their families, educational institutions, other government personnel, etc.).

Requires knowledge of what client information may be provided to whom, and under what conditions to ensure confidentiality while responding to inquiries.

Knowledge of the Student Financial Assistance computer system, including the assessment, financial, processing and repayment codes, is required to: enter and retrieve client and assessment information. Requires knowledge of Unix E-mail to type/enter and obtain data.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends 28 hours per week keyboarding to enter/retrieve data. (3E)

On average, spends 5.5 hours per week, exposed to loud noise from working in an open office environment where there is no opportunity to remove oneself, and interacting with rude or impolite people while receiving people at the front reception desk or answering telephones. (2B)

On average, spends 2.5 hours per week, entering numbers and symbols into a calculator (2 hours), and

inserting information into envelopes for mail-outs (.5 hour). (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends .5 hour per week, interacting with hostile clients when explaining loan approval status. (3A)

On average, spends 32.5 hours per week responding to client letters, processing applications for remission/forgiveness benefits and student loans, entering/retrieving information, reviewing files, correspondence and transcripts to determine client eligibility for remission/forgiveness benefits or loans, interacting with people who are rude or impolite, responding to inquiries from clients or general public regarding application status, results, and program information. (2E)

On average, spends 3 hours per week gathering and assembling, photocopy, and fax client information; answering or directing calls, scheduling appointments for student aid consultants; lifting and carrying boxes weighing less than 8 kg. (e.g., loan/grant applications and client files) and walking (e.g., to and from the front desk to serve clients, photocopier, etc.). (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

For 31 hours per week, accuracy of physical movement is a major consideration while keyboarding to enter/retrieve data, hand-writing correspondence, using a calculator, and labelling and inserting program information in envelopes for clients and the public. (2E)

For 5 hours per week, neither speed nor accuracy of physical movement is a major consideration. (1A)

**EP; CD #94** **December 2009**  
**Manifest Processing Supervisor**  
**Livestock & Veterinary Operations Branch**  
**Agriculture and Food**  
**Occupational Code: PDPS**  
**Level 5**

**Main Purpose**

Oversees the data entry of manifests and permits.

**Primary Responsibilities**

Responsible for overseeing staff performing the data entry of manifests and permits, received from field staff, onto the Livestock Information Management System database (LIMS) which enables check off, horned cattle penalty and livestock inspection fees to be collected.

Coordinates the distribution of work among data entry staff and field staff.

Trains new employees within and outside the unit on LIMS.

Compiles statistics on livestock marketed and transported in Saskatchewan and gives to managers within the Branch, to other branches within the department and other outside agencies.

Generates computer system reports and creates ad hoc query reports using LIMS.

Provides help desk systems support for LIMS.

Evaluates LIMS accuracy and efficiency and explains LIMS maintenance or enhancement requests to systems personnel and tests these system changes before implementation.

Invoices dealers and makes adjustments to manifests to correct invoices.

**Factor 1 Problem Solving (2)**

Problems relate to LIMS and receiving and entering data from manifests and permits.

**Level 2**

Typical problems include:

1. Reports are missing information or are incorrect (e.g., Livestock Producer Search Report does not list the cattle a producer has sold without brands).
2. Brands remain on cattle which are no longer owned

by the registered owner of the brand.

3. Field computers connected to LIMS in head office are hung up or blocked when more than one user is accessing the same file.
4. Inspector has trouble data entering a manifest and receives an error message.
5. Manifests are not completed correctly (e.g., improper inspection point); or, are missing information (e.g., dealer number).

Solutions are achieved by:

1. Explaining to systems personnel the problem and requesting it be fixed; testing the changes made by systems personnel by creating and data entering a set of manifests (including names, brands, total number of animals, dealer number); generating the required reports (e.g. Manifest Control Report, Producer Search Report) to confirm information from manifests is reflected in the reports; if problem is repaired, recommending to supervisor that changes be implemented.
2. Contacting the livestock inspector to confirm which brand was observed and verifying the ownership of the animal; checking with the brand registrar and the computer to clarify and validate the brand (e.g., checking expiry date, location of brand which confirms the ownership of the brand).
3. Running a block report which identifies which users are on line and which users are blocking; asking all users blocking the system to log out (to reset the system and correct the blocking error); advising users system is back up and running.
4. Looking up error message to identify which field needs to be corrected; explaining to the user the required steps to correct it.
5. Contacting inspectors to determine which market the animals were sold at; or, contacting inspectors to determine which dealer is to be billed for the check off, horned cattle and livestock inspection fees.

**Factor 2 Decision Making (4B)**

**A. Level 4**

Makes decisions within standards, policies or regulations, and the majority of these decisions are accepted without review. Some examples of these decisions include: correcting manifests submitted by inspectors, formatting ad hoc reports, speaking with systems personnel to resolve system problems, making dealer adjustments after invoicing and making adjustments based on the monthly reconciliation report. Decisions which are outside of standards, policies or regulations are reviewed before a decision is made.

Manifest Processing Supervisor applications including databases, wordprocessing, spreadsheets and electronic mail. This knowledge is required in order to provide guidance and direction to data entry staff, to provide help desk systems support for LIMS, and to generate invoices and make adjustments to manifests.

#### **Level 1**

Requires knowledge of addition and subtraction in order to count and reconcile information documented in manifests and reports.

#### **B. Level B**

Requires knowledge of LIMS to: record manifests and permits; create adjustments; generate and reconcile invoices; search for missing livestock; create ad hoc reports; generate statistical reports; identify, request and test new report requirements for systems personnel. Requires knowledge of the Livestock Inspection Program to understand the methods and policies used and documentation required by producers, livestock inspectors and dealers in the transportation and/or sale of livestock and the collection of inspection fees. Requires knowledge of livestock brand registration to read, understand and translate brands into correct codes for manifest data entry and to determine the validity of brands for livestock ownership. Requires knowledge of livestock dealer licensing and bonding to ensure dealers are entitled to buy and sell livestock and to access credit terms for remittance of deductions. Requires knowledge of provincial trust funds to verify appropriate deductions, remittances and refunds are made. For example: there is no horned cattle deduction charged for purebred cattle; livestock inspectors should not charge producers who are transporting cattle from Manitoba for delivery to Alberta. Requires knowledge of interprovincial livestock agreements to know where out of province inspections are conducted and to confirm appropriate deductions and livestock inspection fees are charged and collected from out of province.

### **Factor 6 Working Conditions**

#### **Overall Rating - 1A**

On average, spends 14 hours per week performing repetitive keyboarding. (3C)

On average, spends 10.5 hours per week responding to deadline pressures caused by interruptions from livestock inspectors and managers (10 hours per week) and interacting with rude or impolite dealers (1/2 hour per week). (2C)

#### **B. Level B**

Financial loss to government occurs when errors are made in listing or data entry of horned cattle and livestock inspection fees. Corrective decisions involve checking and correcting errors made by livestock inspectors and data entry operators. For example if a manifest omits listing the horned penalty fees, the job adds horned penalty fees to the manifest and invoices the dealer the \$2 fee/animal which is to be collected. Invoicing dealers for overlooked horned penalty fees occurs on average, once per week.

### **Factor 3 Human Relations Skill (2B)**

#### **A. Level 2**

Interacts with dealers who dispute an invoice, reviews the invoice specifics with the dealer in order to clarify and gain an understanding of the situation, and corrects identifiable errors. If the dealer continues to dispute the invoice or if there is no agreement regarding the corrections to be made, the problem is referred to the District Inspector or the Field Services Manager for resolution.

#### **B. Level B**

Delivers overview and/or indepth presentation of LIMS to department employees such as the statistics branch, administration or field staff; and to others outside of the department (including other provinces who are interested in implementing a computerized system similar to LIMS).

Verbal, written and listening skills are required to comprehend and communicate information to livestock inspectors, other staff and provincial counterparts. Writes procedures such as how to enter manifests on LIMS. Writes correspondence to dealers (e.g., explaining an error which occurred on a prior invoice) and to livestock inspectors (e.g., explaining how and when to submit manifests).

### **Factor 4 Responsibility for the Work of Others (5)**

#### **Level 5**

Full responsibility for the work of 4.6 FTEs.

### **Factor 5 Job Knowledge (3B)**

#### **A. Level 3**

Requires knowledge of computer hardware and software

On average, spends 2 hours per week exposed to dust, ink and photocopier toner. (1A)

**Factor 7 Demand**

**Overall Rating - 2A**

On average, spends 28 hours per week performing activities including keyboarding, delivering presentations on LIMS, compiling statistics, verifying and correcting manifests, working with rude or impolite dealers who are questioning an invoice. (2D)

On average, spends 8 hours performing activities including sorting manifests and permits, responding to questions about LIMS, listening to concerns raised by livestock inspectors, dealers and provincial counterparts, and explaining LIMS maintenance or enhancement requests to systems personnel. (1B)

**Factor 8 Coordination**

**Overall Rating - 2A**

On average, spends 16 hours per week where accuracy of physical movement is the primary consideration including keyboarding (14 hours per week) and filing (2 hours per week). (2C)

On average, spends 20 hours per week where neither speed nor accuracy of physical movement is a major consideration. (1C)

**EP; CD# 96** **December 2009**  
**Supervisor of the Scanning Work Unit**  
**Revenue Operations**  
**Finance**  
**Occupational Code: PDPS**  
**Level 6**

**Main Purpose**

Responsible for a work unit which processes corporate and consumption tax returns. Screens and processes Corporation Capital Tax and Beverage Container Tax returns. Inputs specifications for generating computer reports for consumption taxes, corporation capital tax, liquor monitoring and cash record systems.

**Primary Responsibilities**

Responsible for the work of 5 staff who receive, open, sort, distribute, visually scan and process tax returns; and order and maintain office supplies.

Schedules and chooses commands from established menus to generate computer production runs of reports from batches of tax returns.

Reviews computer output reports to ensure all transactions have been recorded, and reconciles to various batch control reports.

Processes corporation capital tax returns of companies with over \$10 million in assets. Reviews tax returns for completeness and verifies calculations. Corrects returns and updates taxpayer accounts on mainframe database.

Establishes and maintains taxpayer account files for special sales taxes on database and spreadsheet software.

Reconciles tax return batch book record to daily deposits of tax payments.

Creates, formats and runs a variety of month-end reconciliation reports.

**Factor 1 - Problem Solving ( 2 )**

Problems relate to reviewing, correcting and recording tax return information, and assignment of duties to staff.

**Level 2**

Problems typically include:

1. Missing information on tax returns.
2. Monetary figures on computer reports (e.g., accounts control report, statistical and revenue summary report, balanced batch report) not balancing.
3. Fluctuating work demands.
4. Tax revenues received not reconciling with computer system reports.

Solutions are achieved by:

1. Correcting errors on returns, which involves contacting the taxpayer, or forwarding the taxpayers' file to investigative staff for follow-up.
2. Reviewing applicable reports (e.g., reports from the previous month), retracing steps, making adjustments or contacting appropriate branch staff (e.g., Collections and Enforcement, Taxpayer Services, Audit) for follow up.
3. Assigning and allocating staff considering vacation plans, workload and deadlines, and then prioritizing duties and asking for extra staff, if necessary, and ensuring processing of returns and updates to accounts are accurate and timely.
4. Reviewing the return, remittances, adjustments, deposits and errors, then adjusting accounts and computer system.

**Factor 2 - Decision Making ( 4C )**

**A. Level 4**

Makes decisions within provincial revenue policies and procedures, the majority of which are not reviewed. Decisions include: approving credit adjustments to accounts up to established limits; setting computer report production run schedules; changing procedures regarding the processing of tax returns (e.g., internal changes in batching procedures); checking system test results and approving system changes for implementation; verifying questionable calculations on tax returns; and assigning of various jobs within the work unit to meet work demands. Decisions outside of departmental revenue policies and tax legislation (e.g., setting up questionable tax credits on accounts) are reviewed before being made.

**B. Level C**

Financial loss to taxpayers or government exists where credit adjustments submitted by taxpayers do not meet legislation, or inaccurate and incorrectly completed tax returns are submitted. Corrective decisions involve approving or denying credit adjustments to tax accounts, or by making corrections to returns and accounts to ensure taxpayers do not remit more taxes than required



(daily).

### **Factor 3 - Human Relations Skill (2B)**

#### **A. Level 2**

Listens, calms and explains requirements of own work unit when responding to misunderstandings with other work units (e.g., Collection and Enforcement, Licensing, Taxpayers Services) regarding processing procedures (e.g., which Unit holds original documents and which gets copies).

#### **B. Level B**

Presents 15-20 minute information sessions on system procedures of the Corporation Capital Tax and Beverage Container Programs, to staff in the Collection and Enforcement, Licensing and Audit branches. Content of presentations includes: reading tax account screens; the information available on the system; changing and updating information; setting up accounts.

#### **Level A**

Contacts and explains tax return requirements to taxpayers who have submitted insufficient information. Relays information to taxpayers on processing procedures, regulations, etc. and informs liquor retailers of the correct consignee number to use when purchasing liquor.

### **Factor 4 - Responsibility for Work of Others ( 5 )**

#### **Level 5**

Has full responsibility for the work of 5 full time equivalent's.

#### **Level 2**

Assigns the microfilming of tax returns and credit adjustments to an employee who reports to a different supervisor.

### **Factor 5 - Job Knowledge (3C)**

#### **A. Level 3**

Requires knowledge of the operation of a personal computer and mainframe terminals, and database, spreadsheet and electronic mail software packages to enter, format and obtain data such as tax account records and returns.

#### **Level 1**

Knowledge of addition, subtraction, division,

Supervisor of the Scanning Work Unit multiplication and the calculation of percentages is required in order to balance deposits to batch records, correct errors in numerical reports, and verify that numerical information on returns is calculated and recorded accurately.

#### **B. Level C**

Requires knowledge of tax programs pertaining to corporate income and business tax (e.g., Corporation Capital Tax, Education and Health Tax, Liquor Consumption Tax, Fuel Tax, Tobacco Tax, Beverage Container Program) reporting procedures and requirements (e.g., forms, deadlines, surcharge rates, industry codes, calculation/formulas, transaction codes, penalties, waivers, credits, etc.) in order to verify and adjust information, remittances and calculations on tax returns.

Requires knowledge of tax return computer databases for the above tax programs (e.g., Liquor Monitoring System, Cashbook System, etc.) in order to read computer screens and determine which transactions created account balances; check and adjust tax accounts; input computer jobs for producing reports; enter data and perform account reconciliations; prepare, run and check test material to ensure systems are functioning according to specifications; identify report production and system problems and discuss them with computer analysts; recommend system improvements and authorize implementation.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 5 hours per week, entering data into a computer keyboard. (2B)

On average, spends 9 hours per week, sorting (2 hours), taping (2 hours) and batching (2 hours) large volumes of tax returns, and using a calculator (3 hours). (1C)

### **Factor 7 - Demand**

**Overall Rating - 2A**

On average, spends 27 hours per week, entering data, balancing numbers, reviewing tax returns; correcting input errors in computer databases, recording monies submitted with tax returns; kneeling, crouching/stooping to remove paper jams in photocopiers, and placing computer paper in boxes. (2D)

On average, spends 9 hours per week, separating tax returns from cheques, photocopying, adding toner to photocopier; explaining required information for tax returns to taxpayers; and sitting (while scanning returns, correcting batches, etc.), standing to photocopy and separate computer printouts, walking on even surfaces (delivering items, going to meetings), and lifting boxes of computer listings less than 5 kg. (1B)

**Factor 8 - Coordination**

**Overall Rating - 2A**

For 17 hours per week, accuracy of physical movement is of major consideration while entering data, balancing batches of tax returns and cheques using a calculator, visually scanning returns for errors, and separating cheques from returns. (2C)

For 19 hours per week, neither speed nor accuracy of physical movement is required. (1C)

EP; CD #97  
Contract Administrator  
Prince Albert  
Municipal Government  
Occupational Code: PDPS  
Level 6

August 2015

Solutions are achieved by:

### Main Purpose

Provides contract administration for the maintenance and restoration of northern housing property.

### Primary Responsibilities

Word-processes, modifies content based on specified terms and conditions, and processes new and existing contracts for the repair, maintenance, modification and improvement of northern housing units.

Processes payment of contract invoices.

Develops and formats financial reports on budget, expenditures and projected costs; maintains contract and project records.

Organizes and maintains records including repair schedules, contractors registry, and calendars of inspection and repair.

Issues and authorizes work orders for emergency repairs.

Reviews assigned work and provides guidance to co-worker.

### Factor 1 - Problem Solving (2)

Problems relate to contract administration, and contractor and/or tenant inquiries.

#### **Level 2**

Typical problems include:

1. Client in remote location requiring emergency repairs due to furnace malfunctioning during cold spell.
2. Contractor stating that they have not received payment of invoice.
3. Conflict and/or changes in scheduled repair priorities for specified housing units given limited number of qualified contractors and budget constraints.

1. Questioning caller to obtain details of problem, identifying type of heating equipment, reviewing records to determine which service contractor is qualified to perform repair, calling service contractor to arrange for service, advising of problem and urgency, determining and discussing cost of repair, and issuing work order.
2. Questioning caller and gathering information; reviewing records to determine details of contract or work order; determining when invoice was submitted and if the completed work has been inspected and approved; contacting Regina to determine if/when they received the invoice and if/when payment was issued; checking the coding for accuracy, checking to ensure the mailing address is correct; and, advising contractor.
3. Reviewing budget allotment for each community; determining skill and availability of contractors based on previous contracts and file information; reviewing, with inspectors, requests coded as high priority and/or emergency repairs; and, adjusting repair schedules to meet emergency needs and shifts in planned priorities.

### Factor 2 Decision Making (4B)

#### **A. Level 4**

Makes decisions within established standards, policies and regulations which are not reviewed. Examples include: authorizing and issuing work orders for emergency repairs (e.g., furnace, plumbing) to rental housing units; arranging for emergency repair to rental units (e.g., lack of heat, damage or loss due to fire, dangerous material spills); scheduling the distribution of invitation tender packages; determining intent of tender package in response to contractor queries; and, implementing established procedures for special payments for overdue invoices.

#### **B. Level B**

When contractors issue an invoice for an incorrect amount, makes a corrective decision to contact the contractor, clarify the amount and issue the cheque in the correct amount. These actions occur weekly.

**Factor 3 Human Relations Skill (3B)**

**A. Level 3**

Persuades contractors to accept terms and processes of joint payee arrangements and suppliers on priority of work orders.

**Level 2**

Calms contractors who are upset with time required receiving payment by providing empathy and explanations. Calms clients who are upset with completion time of work on their home by listening with empathy and patience, explaining reason for delay, and providing assurance for work completion. In these situations there is no requirement to resolve the conflict.

**B. Level B**

Delivers information at seminars relating to policies and procedures of the tendering process, work orders, contract administration and awards, specification content, Builders' Lien and Workers Compensation Board legislation, to staff, housing authority personnel, local contractors and field workers. Communicates with tenants and local contractors of northern communities where caller has different dialects and may have difficulty stating their concerns and/or understanding explanations.

**Factor 4 Responsibility for Work of Others (4)**

**Level 4**

Has full responsibility for the work of 2 FTE's.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of the use of word processing, communications (mail), spreadsheet, and database and accounts payable software. Knowledge is applied in entering, formatting, manipulating and retrieving data, developing macros, and installing end-user software.

Requires awareness of values, attitudes and culture of aboriginal clients in order to communicate with tenants and local contractors of northern communities.

**Level 2**

Requires knowledge of accounting to perform daily accounting functions such as preparing payment vouchers, processing invoices, coding expenditures and

compiling information and producing financial reports on budget, expenditure and projected costs.

**B. Level C**

Requires knowledge of the Housing Division's programs, services, policies and contract administration as they relate to repair, maintenance, modification and improvement contracts for northern housing units. Requires knowledge of automated systems and processes relating to budgeting, record keeping, tendering, change orders and holdbacks. Requires knowledge of departmental processes for Builders' Lien and Workers Compensation Board claims.

Knowledge of programs, services and contract administration is applied in determining required information for tendering/contract documents, summarizing information on tenders received and making recommendation to supervisor, awarding contracts to successful candidate, coding repair priorities, scheduling projects, explaining legislation and guidelines, preparing payment vouchers, evaluating funding eligibility for repair requests, and explaining priority status to clients. Knowledge of automated systems and processes is applied in maintaining rental lists, post occupancy corrections list, contract ledgers, work order logs, contract registries, project records, housing repair schedules, inspection calendars. Knowledge of Builders Lien and Workers Compensation legislation is required to comply with legislation and to determine and release holdback amounts for claims received.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, 24 hours per week are spent keyboarding (e.g., enter, retrieve, and manipulate information). (3E)

On average, 4 hours per week are spent interacting with rude and impolite callers (e.g., contractors who have not received payment or who disagree with rules and limitations of administering contracts). (2B)

On average, 8 hours per week are spent writing payment vouchers and in contact with photocopier toner and cleaning agents to clean work area. (1C)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, 26.2 hours per week are spent entering, computing and formatting information that is primarily of a statistical or financial nature, interacting with people who are impolite and carrying boxes of files weighing between 8 and 18 kg. to storage. (2D)

On average, 9.8 hours per week are spent standing, walking, filing, photocopying, sitting to review mail, preparing tender packages and responding to inquiries. (1B)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 32 hours per week are spent performing tasks which demand accuracy of physical movement including 24 hours of data entry or word processing (e.g., work orders, contract logs, rental lists, contract documents), and 4 hours writing payment vouchers. (2E)

On average, 4 hours per week are spent performing tasks where neither speed nor accuracy of physical movement is required. (1A)

EP; CD #98

December 2009

**Administrative Assistant  
Finance and Management Services Branch  
Health  
Occupational Code: PDPS  
Level 5**

**Main Purpose**

Provides procurement and property management support services related to space, furniture, and parking requirements, CVA administration and the sorting and distribution of mail, in order to meet requirements for the department headquarters and 15 off-site locations. (e.g., Northern Health Services Branch; Provincial Laboratory; care centres in Saskatoon).

**Primary Responsibilities**

Completes purchase requisitions for supplies, furniture, equipment and print materials and verifies invoices for payment.

Coordinates renovations/capital projects and allocates office space, furniture, equipment and parking space for department staff.

Provides advice and explanations to department staff on purchasing policies and procedures.

Manages the sorting and distributing of department mail.

Maintains inventory and fixed asset records, and arranges for storage and disposal of surplus assets.

Analyzes CVA usage records and allocates vehicles to ensure efficient use.

Coordinates telephone installations and changes, and maintains telephone directory listings for the department.

Approves requests for, and maintains department databases of, building access cards and parking permits.

Establishes and monitors operating standards and procedures regarding re-order points, order quantities for department supplies.

**Factor 1 - Problem Solving (3)**

Typical problems relate to purchasing equipment and supplies, and allocating space, furniture, equipment and parking.

**Level 3**

Problems typically include:

1. Requests for equipment or space which fall outside purchasing policies and procedures (e.g., office equipment that is not on the approved standing purchase order list).
2. Department staff competing for additional office or storage space.

Solutions are achieved by:

1. Clarifying the required features of the requested equipment; reviewing the products on the approved standing purchase order (SPO) list to determine if a suitable product is available; contacting suppliers to determine availability, costs, warranties, etc. of requested equipment; consulting with SPMC to confirm the information it requires to process a request for equipment not on the SPO list; evaluating the products on the SPO list and those that are not (e.g., features, cost); reviewing how previous requests for equipment not on an approved standing purchase order list were addressed; approving or denying the request.
2. Consulting with branch staff to determine office and storage space needs; comparing needs identified against SPMC space standards and advise branch staff how the standards apply to them; determining options available (e.g., do not approve additional space; re-configure space to meet needs; re-allocating space from Branches with surplus space); establishing new space allocation plan and notify Branches.

**Level 1**

Problems include:

1. Delays in receiving goods.
2. Billing errors (e.g., supplier invoices the Department for an amount higher than agreed to in the purchase order).

Solutions are achieved by:

1. Contacting supplier to determine the reasons for delays in delivery; advising branch making the purchase why the delay occurred and when delivery will be made.
2. Reviewing purchase orders to confirm discrepancy

with invoiced amount; advising supplier of discrepancy and request adjustment to invoiced amount; revising purchasing records to reflect invoice adjustment.

suppliers when they complain about problems (e.g., delays or mix-ups) with acquisition of goods and services, or delays in paying outstanding bills, explains applicable policies and procedures and the reasons for delays, provides assurances that their concerns are being considered and explains the follow-up action that will be taken.

### **Factor 2 - Decision Making (4A)**

#### **A. Level 4**

Makes decisions within policies and guidelines which are not reviewed, and include: determining whether items on a requisition fall within approved guidelines and if the purchases will be approved; determining if CVA vehicles will be reallocated; determining the allocation of office and records storage space to Branches; authorizing equipment purchases and transfers; determining if Occupational Health and Safety guidelines for the allocation of office space and equipment are being met (e.g., minimum space requirements, ergonomic work space); determining whether costs for equipment (e.g., fax machine) or space used by more than one branch will be shareable between the Branches; approving security cards; and approving parking permits and stalls.

Decisions outside of policies and guidelines are made and implemented after discussions with the supervisor and include: approval of out of province use of CVA vehicles; and approving purchase requests outside of policies (e.g., request to purchase a typewriter not on the approved standing purchase offer list).

#### **B. Level A**

Financial loss to government occurs when staff return supplies or equipment received and paid for (e.g., product is unwanted or is defective) and re-stocking charges or replacements costs are incurred. Corrective decisions involve negotiating with suppliers to reduce or waive re-stocking charges and to replace defective products at no charge even if the warranty period has expired. These decisions occur, on average, once per month.

### **Factor 3 - Human Relations Skill (3A)**

#### **A. Level 3**

Listens to concerns of staff unhappy with office space following an office move, discusses space needs with staff and managers, explains SPMC space standards and how they were applied, and informs staff of revised space allocation plan.

Listens to and calms upset department staff and

#### **B. Level A**

Provides instructions on the use of message manager, when requested by employees; provides orientation on services available from the Property Management Unit to new department staff.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

Full responsibility for 1.0 FTE. (mail clerk)

#### **Level 2**

Accountable for quality and quantity standards for five jobs from other work units that are assigned to work in the mailroom approximately 75% of the time.

### **Factor 5 - Knowledge (3B)**

#### **A. Level 3**

Requires knowledge of computer software (e.g., word processing, spreadsheets, databases) in order to prepare letters and memos, record invoices, and track and record inventory transactions.

#### **Level 2**

Requires knowledge of mathematical and accounting practises in order to complete purchase requisitions, verify billings and charges for purchases, record and balance accounts receivable/payable and complete CVA and inventory records.

#### **B. Level B**

Requires knowledge of purchasing and tendering policies and procedures, and delegated authorities for purchasing in order to monitor department purchasing transactions.

Requires knowledge of CVA vehicle rates, minimum use policies, and reporting procedures in order to provide advice to department users and allocate vehicles.

Requires knowledge of records retention policies and

disposal procedures in order to provide advice to department staff and comply with the policies and procedures.

Requires knowledge of visual identity guidelines and standards in order to provide advice to department staff ordering office supplies (e.g., letterhead, logos) or requesting a tender package be prepared for advertising.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 1A**

On average, spends 20 hours per week entering data into inventory, fixed asset and building access records and word processing. (3D)

On average, spends 1 hour per week interacting with discourteous department staff, suppliers and salespersons. (2A)

On average, spends 5 hours per week exposed to toner, grease and dust while servicing printers and copiers, moving furniture, and sorting and stamping mail (4 hours). (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, spends 1 hour per week moving furniture over 18 kg. (3A)

On average, spends 25 hours per week sorting mail bags, moving furniture and equipment from 8 to 18 kg., interacting with discourteous department staff, suppliers and salespersons, entering data on computer and completing purchase requisitions. (2D)

On average, spends 10 hours per week sitting while using the telephone and completing paperwork; walking up stairs; standing while sorting mail, faxing and filing; walking while delivering mail; and lifting or pulling up to 8 kg while sorting mail and moving furniture. (1B)

#### **Factor 8 - Coordination**

##### **Overall Rating - 2A**

Accuracy of physical movement is a major consideration 21 hours per week while sorting mail, keyboarding while entering data into inventory, fixed asset and building access records, word processing and writing out purchase requisitions. (2C)

Neither speed or accuracy of physical movement is required 15 hours per week. (1B)



**EP; CD #100**  
**Titles Researcher**  
**Land Titles**  
**Justice**  
**Occupational code: PDPW**  
**Level 7**

**August 2015**

**Main Purpose**

Provides service to clients regarding the registration of legal documents in the Land Titles system.

**Primary Responsibilities**

Examines legal documents to determine whether or not they are acceptable for registration according to *The Land Titles Act*, related acts and regulations.

Provides instructions to Documentation Clerks (DC) with respect to the preparation of Certificates of Titles, endorsements on Certificates of Titles, cancellations, Discharges, Withdrawals, etc.; checks the DC's work to ensure legal documents are prepared in accordance with established guidelines, *The Land Titles Act* and other related Acts and regulations.

Rejects documents that are not acceptable for registration; provides instructions to the DC's regarding reject letters; and provides explanations to the clients as to the reason for the rejection and the requirements for registration.

Maintains bookkeeping/accounting records for the office and completes daily and month end processing (e.g., deposit and suspense accounts, Instrument Day Book, Synoptic, Cash Book Receipt Book).

Provides advice and interpretation regarding acts, regulations and Land Titles policies to clients on the telephone, in person, or by correspondence; explains legal documents and terminology relating to the Land Titles system.

**Factor 1 - Problem Solving (3)**

Problems relate to the processing of land titles documents.

**Level 3**

Problems include:

1. An individual wants to know where the boundaries of their property are.
2. A client wants to know who owns a title and upon

checking, it is unclear (e.g., the executor of a will dies prior to settlement of the estate).

3. A client calls and asks what documents must be processed to clarify title of the land when two people (Don and Carl) own a parcel of land with no specified interest stated and one of the owner's (Carl) dies and the other is the Executor of the estate.
4. A Tax Lien has been registered after December 1, 1990, on one title for the North East and North West quarters. The title was then split and the Tax Lien carried forward to both titles. A Withdrawal of Tax Lien is received for both quarters. How should the fees be calculated?

Solutions require:

1. Determining where the property is (e.g., townsite or farmland), how much property it is, if it has been subdivided, and if so, has it been done by a metes and bounds description or by a plan of survey; searching the appropriate titles and plans; and concluding where the boundaries are located.
2. Obtaining the Letters Probate and Local Registrar's Certificate, etc. for the estate and the Letters of Probate of the deceased executor's Estate to determine who the Executor is of the deceased executor's Estate: then advising the executor of the process necessary to settle both estates.
3. Obtaining Letters Probate and Local Registrar's Certificate, etc. for the deceased, stating that the other is the Executor; transferring to the undivided interest of the inheritor; and then consolidating the title with the other undivided interest and issuing the title in the name of "Don, as Executor of the Estate of Carl, deceased; and Don, in his own right".
4. Referring to the latest *Land Titles Act* Tariff of Fees; charging \$20.00 (initially to register the Tax Lien on the title) and \$10 to withdraw from each of the two titles for a total of \$40 to withdraw the Tax Lien.

**Level 2**

1. A Power of Attorney and Transfer from a law firm does not contain a nominal amount.

Solutions require:

1. Advising the law firm of what is missing and that the Power of Attorney and Transfer will be rejected.

## **Factor 2 - Decision Making (4B)**

### **A. Level 4**

Has the authority to review titles, documents, photocopies, etc., to determine if accurate, and authorize as complete when the Assistant Registrar is unavailable (daily). These decisions are made within existing policies and acts and the majority are not reviewed.

### **Level 2**

Makes decisions relating to the processing of Land Titles documents such as: determining the acceptance or rejection of documents submitted to Land Titles for registration, including calling clients to clarify information; giving instructions to Documentation Clerks regarding the processing of documents. These decisions are made within existing policies and acts and due to the legal nature of the work, the majority of these decisions are reviewed and signed off by the Assistant Registrar.

### **B. Level B**

Financial loss occurs to clients who have overpaid accounts or paid fees for documents that do not get accepted for processing. Corrective decisions involve identifying overpayments, determining amount, and issuing and co-signing cheques drawn on the Registrar's Trust Account for refunds. These decisions occur, on average, once every week when working in accounting 5 months of each year.

### **Level A**

Responsible for own safe work practices such as recognizing and maintaining preventative measures for hazards in the office (e.g., ensuring file drawers are closed so people do not bump into them, asking strangers in the office for identification and determining what business they have in the building).

## **Factor 3 - Human Relations Skill (3C)**

### **A. Level 3**

Clients become angry when their request for information or the work they submitted cannot be processed. Require explaining the land titles policies and procedures to clients in order for them to understand what information or fees are required and why. For example: an individual who lives out of town calls and wants information about their title immediately; a lawyer calls wanting to know why work submitted to land titles was rejected. This requires: 1)

explaining to the person that policy states that information cannot be given over the phone for proof of identity reasons; suggest they come to the office; suggest options for obtaining the information without coming into the office such as mailing the fees with a letter requesting the information, or contacting a lawyer or bank in their area who has an account with the office who could request the information on their behalf; 2) explaining why the work was rejected, referring to the appropriate act, and what is needed to rectify the situation.

### **B. Level C**

Verbal, written and listening skills are required to understand and communicate using legal terminology related to the ownership of land such as legal land descriptions, Jurats, Probate, etc. Communicates with lawyers regarding legal requirements in relation to Land Titles legislation and a wide variety of other legislation that affects or interacts with The Land Titles Act.

Makes presentations to the Saskatchewan Bar Association regarding changes to Land Titles legislation and the services provided.

## **Factor 4 - Responsibility for Work of Others (3)**

### **Level 3**

Shares responsibility for the work of the Documentation Clerks with the other Titles Researchers and the Assistant Registrar. This includes planning, coordinating, prioritizing and organizing the work and providing instructions for work completion; assigning and distributing tasks; providing guidance; ensuring quality and quantity standards; providing ongoing training and advice on work procedures including how to examine legal documents in order to determine their acceptance for registration in Land Titles.

## **Factor 5 - Job Knowledge (3C)**

### **A. Level 3**

Requires knowledge of language usage and legal terminology relating to the ownership of land to examine titles for accuracy, provide instructions to Documentation Clerks, and respond to inquiries from clients. Requires knowledge of wordprocessing to produce letters and memos and of computerized accounting to maintain the bookkeeping/accounting records for the office.

**Level 2**

Requires knowledge of spelling and grammar in order to create letters and memos for clients. Requires knowledge of bookkeeping, deposits, reconciling accounts, and opening and closing accounts in order to maintain the bookkeeping/accounting records for the office.

**B. Level C**

Requires knowledge of the Land Titles Act and portions of approximately 70 acts that impact the Land Titles regulations. This knowledge is used to ensure correct documentation, forms and processes related to land registration and the office procedure manual that documents all established procedures, including rare and extraordinary cases; the fees to be charged for services rendered and when not to charge fees; the system of land survey and related land descriptions; and the Torrens System of land registry. This knowledge is required in order to examine documents submitted to Land Titles for registration and provide instructions to Documentation Clerks to type documents including procedures for processing the work (e.g., an instrument which affects a lot of different titles, a large number of instruments which affect one title); process requests from clients for copies and information; maintain an accurate record in the Land Titles office of documents, plans etc. within the district; and provide advice and information to DC's and clients regarding the Land Titles system

Requires knowledge of other agencies related to Land Titles in order to refer clients (e.g., Community Planning re: subdivisions; Town/Village/Rural Municipality Office re: update on tax payments, location of property; Sheriff's office re: Withdrawal of Writs of Execution, etc.).

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends up to 1 hour per week interacting with angry or hostile clients (e.g., angry that their documents have not been processed) at the counter when other staff are in the office, and when no one else is in the office. (4A)

On average, spends 27 hours per week at risk of

repetitive strain injury from handwriting. (3E)  
On average, spends 5.25 hours per week: at risk of repetitive strain injury from filing and retrieving files (5 hours); and interacting with rude and impolite people at the counter or on the phone (clients not wanting to follow the procedures of the office). (2B)

On average, spends 3.5 hours per week: at risk of repetitive strain injury from keyboarding (3 hours) and from folding statements and letters and stuffing envelopes (.5 hours). (1B)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average, spends .05 hours per week requiring mental demand to interact with hostile people (e.g., clients who are angry and verbally threatening because their documents have not been processed). (3A)

On average, spends 31.2 hours per week writing instructions to the DC's, examining documents, explaining policies and procedures to clients at the counter, typing, interacting with rude and impolite people (e.g., clients not wanting to follow the procedures for registering documents); lifting and pulling weights between 8-18 kg. while sorting and rearranging the storage of files and supplies; crouching and stooping, and using a step stool when retrieving information from manuals or other files (e.g., Instrument Day Books, filed Statements of Fees, Township Survey Plan Books, etc.). (2E)

On average, spends 4.75 hours per week lifting and pulling weights up to 8 kg. to file and retrieve files; walking up and down stairs to retrieve files from the basement. (1A)

**Factor 8 - Co-ordination**

**Overall Rating - 4A**

On average, spends 35 hours per week performing activities requiring accuracy of physical movements: handwriting instructions relating to the acceptance/rejection of legal documents for registration, making entries into the Instrument day book to record instruments received and record if the instrument has been accepted or rejected, the fees charged, method of

payment, etc., issuing receipts, entering payments received in the cash book, issuing an Instrument Work Sheet for each piece of work received in the office, and completing Service Request Forms, Statements of Fees and Fax Request Forms; keyboarding to enter and retrieve data on the computer (e.g., invoices, deposit account entries), and typing letters and forms; and retrieving files. (2E)

On average, 1 hour per week requires neither speed when interacting with clients. (1A)

**EP; CD #101**  
**Area Office Co-ordinator**  
**Prince Albert Area - Northern Region**  
**Highways**  
**Occupational Code: POMW**  
**Level 5**

**August 2015**

Solutions are achieved by:

**Main Purpose**

Provides support services related to expenditure, purchasing, payroll and attendance records and policies. Responds to inquiries and complaints regarding highway conditions and highway maintenance services.

**Primary Responsibilities**

Records and balances accounts payable/receivable, monitors spending against revenue and expenditure forecasts, verifies and processes payments for invoices, completes purchase requisitions for highway maintenance supplies and equipment, monitors compliance with service contract payment guidelines (e.g., equipment rental rates), completes payroll and attendance records, and approves requests for overweight permits.

Responds to inquiries and complaints from landowners, municipalities, private contractors and the public regarding highway maintenance services and highway conditions.

Provides advice to area staff on purchasing policies, and employee benefit entitlements, forms and procedures (e.g., dental claims).

**Factor 1 - Problem Solving (2)**

Typical problems relate to responding to inquiries and complaints regarding highway maintenance services and road conditions, and approving requests for overweight permits.

**Level 2**

Problems relate to:

1. Ill or elderly residents request that the department clear snow from the driveway to their farm.
2. Moving companies wanting to move an over-size house over or under a bridge.
3. A highway washout is reported.

1. Comparing request against department policy(e.g., the department only maintains public land); reviewing implications of providing requested service, impact on department's image, availability of snow removal contractors, and past practise when responding to similar requests; notifying resident how department will respond to their request (e.g., arranging for an equipment operator to clear approach on next regularly-scheduled trip on resident's road); recording request and resolution in log book.
2. Confirming proposed transport route, dimensions and load limit of bridge and dimensions and weight of house; comparing dimensions and weight of house against dimensions and load limits of bridge to determine if route can be used; and arranging to have highway signs at bridge moved to accommodate house or suggesting an alternate transport route if bridge will not accommodate house dimensions or weight.
3. Documenting reported damage; determining location of washout and maintenance priority (e.g., proximity to schools or communities; traffic volume); contacting closest department employee who will implement appropriate safety measures, such as putting up warning signs or barricades; dispatching closest repair crew to assess damage and determine required action (e.g., repair road; close road); notifying media to make public aware of road closure or road hazards.

**Factor 2 - Decision Making (4B)**

**A. Level 4**

Makes decisions within policies and procedures without review and include: determining when to dispatch work crews to follow up on complaints (e.g., frozen/blocked culvert is flooding an approach or home); contacting department employees in emergency situations (e.g., an accident requiring traffic control; fires on roads or right-of-ways; spills on roads; animals loose on roads); determining if a hand drawn cheque should be requested to pay an overdue account payable (e.g., community service group that picked litter for the department); and approving contracts for community groups to pick litter on designated areas of department land.

Makes decisions outside of policies and procedures following discussions with the supervisor, including withholding payment for contracted work (e.g., cleaning culverts) that is not completed or is not completed to contracted standards.

**B. Level B**

Financial loss to government occurs when private contractors, rural municipalities or towns incorrectly bill the department for services rendered. Corrective decisions which occur weekly include correcting calculations on contracts and correcting invoices to reflect contracted cost and removing GST incorrectly charged to the department.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Negotiates terms and conditions and administers contracts for hired equipment or winter storage facilities. Persuasion is used to convince contractors to supply the equipment at the government rate. Lease agreements for storage space developed on the basis of previous contracts.

**Level 2**

Listens to complaints from the public (e.g., grass or weeds in ditches at an intersection are obstructing visibility); explains department policy (e.g., frequency of mowing); consults with department maintenance staff for additional information relating to the complaint and confirms if policies are being followed; assures the complainant their concerns will be addressed and explains the method of resolution; refers persistent or serious complaints to supervisor for resolution.

Listens to and calms landowners or mowing contractors who feel they have the right to mow and bale the same section of highway ditch, and explains department policy (e.g., contractors can mow and bale ditches after July 15th).

**B. Level B**

Makes presentations to maintenance staff and ferry operators on changes in payroll procedures, changes in employee benefits (e.g., dental plan coverage) and changes in budget allocations/codes.

**Level A**

Provides information on approval of overweight vehicle permits (e.g., if vehicle operator agrees to pay for road damage) and calculation of road damage charges to highway hotline operators in the department who are responsible for responding to inquiries from the public.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Reviews the submissions of equipment operators to

ensure correct (payroll records and daily work reports are entered into the financial reporting system). Has responsibility to ensure errors are corrected by the equipment operators.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of operations and administration functions of an office environment. Requires knowledge of computer software (e.g., word processing, spreadsheets, databases) in order to: compose letters and memos; record and balance accounts; enter data into inventory, contract and payroll records; and record invoices.

**Level 2**

Requires knowledge of accounting (e.g., journal entries, ledger preparation) and mathematical practises (e.g., averages, percentages) in order to verify and enter invoices for payment, verify billings, calculate overweight permit charges, record and balance accounts payable/receivable, and complete inventory control, service contract and payroll records.

**B. Level C**

Requires knowledge of the maintenance programs and services the department provides in the area, in order to respond or redirect inquiries and complaints from landowners, municipalities and the public.

Requires knowledge of permit issuing and approval procedures, road ban policies, highway maintenance terminology, government financial policies and procedures, service contract guidelines, delegated signing authorities for purchasing, staffing procedures and employee benefit entitlements, in order to approve permit requests, respond to inquiries from the public, monitor purchasing and contract transactions in the area and explain staffing and benefit provisions within a collective agreement.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 24.33 hours per week keyboarding (e.g., while entering data into spreadsheets and word processing). (3E)

On average, spends 11 hours per week exposed to background noise in the office (e.g., telephones, fleetnet radios), interacting with impolite people complaining

about road conditions or the actions of highway maintenance staff and deadline pressures (6hours) caused by uncontrolled interruptions from crews, public, etc. (2C)

On average, spends 2 hours per week exposed to unpleasant odours (e.g., equipment exhaust seeping into building). (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, spends 25.33 hours per week keyboarding while entering data and word processing, interacting with rude or impolite people complaining about road conditions or the actions of highway maintenance staff, and delivering presentations. (2D)

On average, spends 12 hours per week performing activities such as sitting while processing invoices and answering telephones. (1B)

### **Factor 8 - Co-ordination**

#### **Overall Rating - 1A**

Accuracy of physical movement is a major consideration 24.33 hours per week while entering data on computer and word processing. (2D)

Neither speed nor accuracy of physical movement is required 13 hours per week. (1B)

**EP; CD #102**  
**Programs Typist**  
**Saskatoon Correctional Centre**  
**Justice**  
**Occupational Code: PSCW**  
**Level 4**

**August 2015**

completed his property sheet.

### **Main Purpose**

Provides secretarial, receptionist and record keeping support at the Saskatoon Correctional Centre.

### **Primary Responsibilities**

Receives incoming monies (e.g., inmate trust account, meal tickets, fines); records and reconciles monies to paper records; completes bank deposits.

Word processes and data enters letters, memorandums, reports and graphs, for staff at the institution.

Orders, stores and distributes supplies of stationery and forms for the institution.

Performs reception duties.

Receives and distributes incoming and outgoing mail for staff and inmates.

### **Factor 1 Problem Solving (2)**

Problems relate to providing information, secretarial support, and administrative services to staff, inmates and the general public.

#### **Level 2**

Problems typically include:

1. Vague inquiries for information regarding an incarcerated offender.
2. Cash on hand and records of transactions do not reconcile.
3. An incarcerated offender performing cleaning duties in front office attempts to pass items to the public or vice versa.

Solutions are achieved by:

1. Determining the urgency, importance, type of information and identification of the caller; for example, are the RCMP requesting information right away, or is an offender's lawyer wanting to speak to his client immediately, or is a family or friend wanting to know if an offender has

2. Verifying cash and receipts by counting cash and totalling paper records in an attempt to find the error; if unable to locate the error, discussing with the accounting branch.
3. Determining the urgency of the action required, gathering the details and the names of the individuals involved, notifying the appropriate staff; for example, the cleaner is requested by another inmate to retrieve and deliver drugs which have been left by visitors in the washroom and the job notified security guards right away.

#### **Level 1**

Problems typically include:

1. Paper jam in photocopier.

Solutions typically include:

1. Opening the photocopier to look for paper which has been misfed and removing it in an attempt to fix the photocopier; if unable to repair it, calling for service technician to repair it.

### **Factor 2 Decision Making (4B)**

#### **A. Level 4**

Makes decisions within standards, policies and regulations. The majority of these decisions are accepted without review including: ordering stationery supplies; arranging formats for typed documents; booking boardrooms for staff and agencies; determining and arranging office equipment repairs; determining if a second person is required to accompany cashier to the bank depending on the amount of cash.

#### **B. Level B**

Threat of financial loss exists when payments are received on behalf of the inmates (i.e. GST, UIC and Social Services cheques) and they are not the amount of entitlement. Corrective action requires verifying the correct amount to be by checking information on CMIS database and ensure the payer issues the correct amount to the inmate's trust account. These decisions are made on average, twice per week.

### **Factor 3 Human Relations Skill (2B)**

#### **A. Level 2**

Clarifies and explains policies to inmates (e.g., a walk in offender becomes irate when personal effects are not returned immediately). Calms members of the public who become angry (e.g., denied a request to drop off



property or an unscheduled visit). If the situation persists, the individual is referred to the supervisor.

**Level 1**

Provides general information to staff at the Correctional Centre about the institution's policies and procedures (e.g., ordering stationery supplies and distributing forms).

**B. Level B**

Requires written and listening skills in order to compose letters in response to requests from lawyers, RCMP, Social Services and Indian Bands/Native Groups regarding facts of inmates incarceration.

**Level A**

Communicates policies and procedures to persons on the phone and visitors to the centre.

**Factor 4 Responsibility For Work Of Others (1)**

**Level 1**

No responsibility for the work of others.

**Factor 5 Job Knowledge (3B)**

**A. Level 3**

Requires knowledge of computer hardware and installation of software for operating a computer. Requires knowledge of word processing and spreadsheet software applications including WordPerfect, Windows, Excel, e-mail and DOS for entering, retrieving and formatting data.

**Level 2**

Requires knowledge of general office procedures in order to file, operate the switchboard and prioritize responsibilities.

**Level 1**

Requires knowledge of bookkeeping and mathematics to record, compute and reconcile cash transactions, issue receipts and complete bank deposits.

**B. Level B**

Requires knowledge of the Corrections Management Information System and department policy regarding the release of information on inmate status in order to retrieve information from the system and respond to inquiries. Requires knowledge of program policies (general policies covering all programs at the Centre such as educational programs, medical standing orders,

telephone privileges and social visits) in order to develop and complete forms and to follow procedures for visits and telephone requests.

Requires knowledge of administration policies and contracts to order supplies, call for equipment service and repair and to direct deliveries made to the Correctional Centre.

Requires knowledge of the visual identity program in order to format documents to government standards.

Requires knowledge of security policies to know which staff are authorized to have access to keys and to notify staff of situations such as attempted escape and violent behaviour.

**Factor 6 Working Conditions**

**Overall Rating –3A**

On average, spends .5 hour per week interacting with residents exhibiting hostile behaviour. (4A)

On average, spends 22 hours per week keyboarding (21 hours) and travelling in adverse weather when making bank deposits (1 hour). (3D)

On average, spends 10 hours per week interacting with threatening (verbal and physical) inmates who are upset that their belongings are not promptly returned and visitors who are angry because they have been refused access to an inmate. (2C)

On average, spends 4.5 hours per week in contact with printer and computer cleaners, photocopier toners, typewriter ribbons, unpleasant odours (e.g., cleaning supplies), working on slippery floors and using the calculator to make bank deposits (1 hour per week). (1B)

**Factor 7 Demand**

**Overall Rating - 3A**

On average, spends 5 hours per week interacting with threatening inmates and angry visitors. (3A)

On average, spends 25 hours keyboarding, calculating figures, travelling in adverse weather, interacting with rude and impolite inmates and visitors, kneeling (e.g., filing and stocking shelves), crouching (e.g., filing,

distributing mail, changing toner in photocopiers and unpacking supplies) and lifting and moving objects from 8 kgs. up to 18 kgs. (e.g., boxes of photocopy paper). (2D)

On average, spends 7.3 hours per week travelling in good weather to make bank deposits; responding to inquiries of staff and visitors; physical demand including sitting (e.g., operating switchboard), standing (e.g., sorting mail, filing, faxing and photocopying) and walking intermittently in the office. (1A)

### **Factor 8 Co-ordination**

#### **Overall Rating - 3A**

On average, spends 27 hours per week where accuracy of physical movement is the primary consideration when keyboarding, calculating figures on an adding machine, transferring callers on the switchboard and driving to make bank deposits. (2D)

On average, 10.3 hours per week neither speed nor accuracy of physical movement is a major consideration. (1B)

**EP; CD #103**  
**General Admin/Typist**  
**Environment & Resource Management**  
**Occupational Code: PSCW**  
**Level 5**

**August 2015**

### **Main Purpose**

Provides administrative support to Conservation Officers and serves the public in accordance with department policies and procedures.

### **Primary Responsibilities**

Provides program information to the public on fisheries, wildlife, parks, forestry, lands, environment and tourism. Includes responding to complaints and concerns regarding program policies, procedures and guidelines (e.g. licences, permit fee increases).

Monitors budget expenditures, maintains petty cash fund, balances receipts and monies collected, prepares bank deposits, and processes invoices, S4's and revenue refund requests.

Types letters and memos, composes routine correspondence, sorts and distributes mail, files, maintains department manuals and office equipment, organises meetings, and makes travel arrangements.

Authorizes and issues a variety of licenses, receipts and permits.

Receives and labels collections of deer, bear and moose samples of teeth, hides and heads etc.

### **Factor 1 - Problem Solving (2)**

Problems relate to maintaining the office, providing information to clients on program policies and procedures, and authorizing licenses/permits.

#### **Level 2**

Problems typically include:

1. Landowner wants to apply for a timber permit under a farm permit when no officers are available.
2. Client complains or expresses concerns regarding illegal hunting, big game damage, wildlife, fisheries and forestry violations.
3. Prioritise daily assignments from department staff.
4. Area Manager/Conservation Officer receives budget allotment and wants to ensure budget will meet operational requirements.

Solutions are achieved by:

1. Obtaining information from the land owner such as if residence is on the home quarter and the distance from the provincial forest. Contacts ecoregion staff to see how much allocation for timber is left, if any. If there is allocation left, proceeds with the application and collects fees.
2. Recording accurate details, determining if violation has occurred, evaluating the severity of the complaint/concern and respond accordingly (i.e. contact officer in the field, hold until officer returns, contact ecoregion branch, or another local office).
3. Reviewing assignments and determining possible time frames, deadlines and priorities. If deadlines or priorities conflict, re-arrange time lines with Area Manager or Conservation Officer.
4. Projecting and anticipating expenditures to end of fiscal year comparing expenditures from previous year and incorporating current years expenditure needs. Ensures total balances to budget allotment.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Makes decisions within policies or procedures. The majority are not reviewed and include: when to call for repairs to office equipment, determining office procedures such as electronic filing systems, determining work priorities, ordering licences, approving expense disbursements (petty cash, office supplies, equipment).

#### **B. Level B**

Financial loss exists to clients who have overpaid for licenses or permit fees or to government when underpayment occurs. Corrective action involves processing revenue refunds to clients and collecting additional fees from clients for underpayments. This occurs on a weekly basis.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Conflict arises when public/clients are angry regarding fee increases or receiving notice of a denied application. Requires calming the client, gathering additional background and all related information. Resolves the conflict by explaining the intent of specific programs, policies or providing justification for fee increases where an understanding has been gained by the client.

#### **B. Level B**

Communicates verbally with customers with strong dialects, where English is not their first language, when answering inquiries, issuing permits, and explaining

policies and regulation.

**Level A**

Responsible to draft standard memos and letters, and responds to public inquiries by providing information in person or over the telephone.

**Factor 4 - Responsibility for the Work of Others (2)**

**Level 2**

Responsible for the final check and verification of documentation (e.g. S4's, invoices) completed by field staff. Ensures correction is made by the employee.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of various computer software such as WordPerfect, Quattro Pro, and E-mail in order to create spreadsheets and tables, type memos, reports and letters, to enter and retrieve data.

**Level 2**

Requires knowledge of basic accounting procedures and principles (e.g. differences between a debit and a credit and a statement and an invoice, etc.).

**Level 1**

Requires knowledge of addition and subtraction to manage petty cash, ensure invoices are correct, collect licence fees and respond to inquiries about payment of invoices.

**B. Level C**

Requires knowledge of a variety of department programs including Wildlife, Fisheries, Forestry, Lands, Fire, Parks, Environmental Protection and Oil and Gas in order to: process licenses and issue permits, answer general inquiries (i.e. problem wildlife, turning in poachers, Dutch elm disease, hunting and fishing seasons, game limits) and explain fee structures.

Requires and understanding of environmental regulations to respond to client complaints or concerns such as illegal hunting, big game damage, waterfowl damage, wildlife fisheries and forestry violations. Requires knowledge of programs and regulations in order to obtain the appropriate information and details, determine if a violation has occurred, and evaluate the severity of the complaint. Applies procedures and protocols to respond

(e.g., contact officer immediately or hold until officer returns).

Requires knowledge of the government purchasing system, standing purchase orders and delegations in order to purchase office equipment and supplies within specified limits, authorities and approvals. Requires knowledge of accounting and budget processes and guidelines to administer petty cash, to balance receipts and money collected, to process invoices, S4's, revenue refunds and forecast the district budget.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends .5 of an hour per week receiving and labelling injured/dead/diseased wildlife. (4A)

On average, spends 26.5 hours per week keyboarding, and using a calculator. (3E)

On average, spends 7 hours per week working under deadline pressures when callers interrupt completing reports and budget information that is due, and interacting with rude and impolite clients and public (1 hour per week). (2B)

On average, spends 2 hours per week exposed to office noise under 85 decibels. (1A)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average spends .5 of an hour per week lifting boxes 20-29 kgs. (3A)

On average, spends 34 hours per week keyboarding, balancing money received and receipts, interacting with rude or impolite people, and sitting for extended periods of time. (2E)

On average, spends 1.5 hours per week photocopying and filing. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, spends 3 hours per week requires both speed and accuracy keyboarding and calculating data for fiscal forecast/budget reviews and writing bank deposits to meet short deadlines. (3A)

On average, spends 23.5 hours per week typing and entering data, filing, and using a calculator which requires primarily accuracy of physical movement. (2D)

On average, 9.5 hours per week requires neither speed nor accuracy of physical movement. (1B)

EP; CD 107

December 2009

**Communications Secretary  
Programs and Corporate Services Division  
Economic Development  
Occupational Code: PSCW  
Level 3**

**Position Summary**

Provides secretarial and administrative support to the Communications Branch.

**Primary Responsibilities**

Monitors and maintains the branch's monthly fiscal forecast, develops and maintains project expenditure tracking reports, and approves invoices for payment.

Arranges departmental participation at trade shows (includes logistics, hardware and print materials).

Distributes and maintains centralized inventory of departmental publications.

Maintains a database of organizations who receive departmental publications.

Types briefing notes, reports and correspondence for departmental managers and files branch records.

**Factor 1 Problem Solving (2)**

Problems relate to receiving inaccurate estimates, errors in printed materials, unexpected changes to scheduled events and approving invoices for payment.

**Level 2**

Typical problems include:

1. Estimate of costs supplied by advertising agency and their actual invoice are different.
2. Error in print material received from the printer.
3. With limited notice, the Premier is unable to attend a scheduled event.
4. Branch records and the Revenue and Expenditure System (RES) reports are inconsistent.

Solutions are achieved by:

1. Asking the advertising agency to provide a breakdown of the costs, comparing the estimate of the costs and the actual invoice to find the discrepancy, speaking to the agency to determine the reason for the variance, obtaining corrections to

the estimate or receiving a new invoice.

2. Reviewing print material submitted to determine if department made original error; if so, providing correct material to be printed; if printer is in error, determining if printer can redo the print job within requested time, if not, providing extension to deadline if possible; advising staff of delay.
3. If event is rescheduled: notifying and rescheduling all parties who are affected by the change including staff, suppliers, media, photographers, caterers, others attending; if event proceeds: arranging for the Minister to speak on behalf of the Premier, making travel arrangements, providing information package and changing the presentation plaque.
4. Reviewing records to locate error; advising Accounting Unit to initiate a journal voucher to correct the error; updating fiscal forecast and project expenditure tracking reports.

**Factor 2 Decision Making (4A)**

**A. Level 4**

Makes decisions which are within standards, policies or regulations which are accepted without review.

Decisions include: determining what selection of promotional information should be sent in response to a general request for information; coding and approving invoices for payment; selecting supplier and entering agreement for service. Decisions which are outside of standards, policies or regulations are reviewed before a decision is made.

**B. Level A**

Prevents financial loss by approving expenditures including invoices for office supplies, printed material and contracts for service. These invoices are then forwarded to the Accounting Unit for review and payment.

**Factor 3 Human Relations Skill (2A)**

**A. Level 2**

Receives calls: from people who are angry because lapel pins are no longer supplied free of charge; from vendors who are seeking payment for services rendered; and from people wanting their name removed from the publication mailing list (e.g., addressee is deceased, publication is criticized as being wasteful). Requires listening and responding to the complaint (e.g., name will be removed from mailing list).

**B. Level A**

Arranges departmental participation at trade shows by writing to printers, suppliers, caterers and industry contacts. For example: writes letters to suppliers outlining terms and conditions agreed for special events; writes letters to trade show organizers confirming departmental attendance and requesting additional information.

Speaks with suppliers, printers and caterers about the type of work to be done and the manner in which the department would like it to be completed (e.g., to print promotional material, to book meeting rooms, to arrange for photographer to attend media event).

**Factor 4 Responsibility for Work of Others (1)**

**Level 1**

No responsibility for the work of others.

**Factor 5 Knowledge (3B)**

**A. Level 3**

Requires knowledge of word processing, database and spreadsheet software in order to maintain inventory records and type briefing notes, reports and correspondence.

**Level 2**

Requires knowledge of general office procedures. Requires knowledge of accounting and mathematics to produce budget forecasting documents and maintain project expenditure tracking reports (e.g., reconciling project expenses and budget documents with dollars spent and RES reports).

**B. Level B**

Requires knowledge of government processes regarding payment of invoices and fiscal forecast reporting. Requires knowledge of Executive Council's communication expenditure reporting requirements and the branch's project expenditure tracking systems. Requires knowledge of how to write and type correspondence according to established formats and standards. Requires knowledge of government policies regarding archiving, printing, protocol and procurement.

**Factor 6 Working Conditions**

**Overall Rating - 2A**

On average, spends 25 hours per week keyboarding. (3E)

On average, spends 5.5 hours per week where there is deadline pressures caused by interruptions from managers needing materials to be typed or promotional material to be assembled right away (5 hours per week) and interacting with impolite suppliers or printers (1/2 hour). (2B)

On average, spends 0.5 hour per week in contact with dust and toner cartridges. (1A)

**Factor 7 Demand**

**Overall Rating - 2A**

On average, spends 26 hours per week keyboarding, speaking with printers or suppliers who are rude and impolite; lifting and moving display units or print material weighing over 8 kgs. but not exceeding 18 kgs. (2D)

On average, spends 10 hours per week photocopying; speaking with suppliers, printers and people requesting publications, lifting and moving boxes of printed material under 8 kg. (1B)

**Factor 8 Coordination**

**Overall Rating - 3A**

On average, spends 8 hours per week wordprocessing where speed and accuracy of physical movement are major considerations. In these circumstances, departmental employees expect immediate completion of the typing task. (3B)

On average, spends 17 hours per week keyboarding, entering data on databases and expenditure tracking reports, where accuracy of physical movement is the primary consideration. (2C)

On average, spends 11 hours per week where neither speed nor accuracy of physical movement is a major consideration. (1B)

**EP; CD #108**  
**Client Service Representative**  
**Weyburn Rural Service Centre**  
**Agriculture and Food**  
**Occupational Code: PSCS**  
**Level 6**

**August 2015**

**Level 2**  
Problems include:

1. Invoices seem excessively high for the timeperiod.
2. Available office space is fully occupied during a busy time of the year, and an unexpected meeting has been called.
3. RES report does not reconcile to local records.
4. Telephone coverage is required during a time period when many people want holidays.

**Main Purpose**

Provides administrative support to staff in the Rural Service Centre and provides service to clients seeking information about department programs.

Solutions are achieved by:

**Primary Responsibilities**

Responds to client inquiries by telephone or in person, providing published materials on agricultural policies and programs.

Monitors budgetary status of the centre, verifying and coding invoices, discussing discrepancies with vendors, confirming financial reports, generating reports. Identifies the need for expenditures (e.g., office equipment) and for budgetary requirements based on existing costs; and prepares invoices to bill agencies for shared expenditures.

Makes administrative arrangements for the centre, including changes to space allocations, telephones, and furniture and equipment; arranges for support staff coverage and ensures conditions of inter-agency sharing agreements are met with respect to equipment, space, supplies, and communication systems.

Performs administrative support by word processing, typing presentation material, editing and formatting newsletters, scheduling client meetings, mailing, filing and witnessing documents as a Commissioner of Oaths.

Responsible for the work of other support staff.

Orders office supplies, publications; lends videos and equipment, acts as a resource person on computer programs and operations and compiles reports on office activities.

1. Verifying own records, questioning the user of the supply or service, discussing with vendor to confirm records or service and clarifying charges and corrections required. Advising regional office in Moose Jaw and office in Regina of corrections.
2. Discussing with occupants to determine their plans and agendas, and the possibility of vacating space at specified time; contacting other government offices in the area to determine space available, or other sources in the community (e.g., hotels and service clubs) to find space. Discusses costs and services available, and proposing best possible prices. Advising meeting participants of the venue.
3. Determining why the report does not reconcile (e.g., there are items or charges that were not purchased by the branch on the report), and identifying expenditures or revenue that do not belong in the report and where the items belong (e.g., charge to Lands Branch); writing corrections on the RES report and forwarding the report to Regina with instructions to journal voucher the appropriate branch cost centre.
4. Meeting with office managers of other departments in the same building to determine staff availability and arrange telephone coverage. Identifying casual staff for coverage and arranging to share costs, ensuring security matters have been addressed (e.g., doors locked, computers turned off), and arranging for briefing/cross-training of staff so that all were more familiar with each other's programs in order to answer inquiries.

**Factor 1 Problem Solving (2)**

Problems relate to providing administrative and support services to staff in the Centre and to providing informational services to clients.

**Factor 2 Decision Making (4B)**

**A. Level 4**

Makes decisions within policies and procedures. The majority are not reviewed and include: assigning work to support staff; nature and appropriateness of materials to provide clients in response to inquiries; referrals for client's to get information; purchases from SPMC and ordering materials for the resource centre; accuracy and



coding of invoices; verification of financial reports; scheduling use of boardroom and equipment; making appointments; and office systems for filing and recordkeeping.

#### **B. Level B**

At least once per week makes corrective decisions such as adjusting incorrect invoice amounts.

### **Factor 3 Human Relations Skill (3B)**

#### **A. Level 3**

Interacts with clients who are disgruntled and complaining about department programs or services (e.g., client disagrees with department records for his/her lease land account; client upset that their application for a department program, such as land lease, was denied). Resolves the situation by calming and listening to the client, reviewing documentation with the client to sort out and explain conflicting information, explain calculations or reasons for program eligibility denial, explain the appeal process if applicable, and explain program policies and regulations and what actions the client needs to take in order to meet requirements.

#### **B. Level B**

Provides explanations to producers of the district with respect to conditions of department programs, forms and documents that have to be completed for various transactions or eligibilities, and sources of additional information. Informs clients through verbal explanations, review of publications and literature available in the office, and completion of required documents (e.g., surrender of lease). Reads documents, such as legal documents (e.g., powers of attorney, joint ownership contracts), and lands data base to explain/clarify situation with client (e.g., lease can not be transferred without proper documentation, payments have to be made in accordance with ownership contractual arrangements, land can not be sold while there are reservations about environmental impact raised by Ducks Unlimited, seismic activity can not take place on particular land until Heritage Branch of Municipal Government has cleared the action). Such information assists clients to better understand the conditions or requirements of departmental programs.

### **Factor 4 Responsibility For Work Of Others (4)**

#### **Level 4**

Full responsibility for the work of 1.1 FTE's.

### **Factor 5 Job Knowledge (3C)**

#### **A. Level 3**

Requires knowledge of wordprocessing, spreadsheet and database software to type and format documents, enter and manipulate data, and generate reports.

#### **Level 2**

Requires knowledge of accounting (e.g., journal entries, ledger preparation) and mathematical practices (e.g., averages, percentages) in order to generate billing to partner agencies, reconcile account to RES reports; knowledge of written communication in order to draft covering correspondence when distributing information to clients.

#### **Level 1**

Requires knowledge of addition and subtraction to verify invoices, collect payments for seminars and land leases and respond to client inquiries on land leases payment and related invoices.

#### **B. Level C**

Requires knowledge of the agricultural programs and services provided by the department, in order to provide information related to eligibility requirements, forms, and administrative processes, documents required, deadlines, costs and fees, and resources or contacts for further information, some 62 programs and services including: extension (resource centre, computer packages, demonstration projects, field days, seminars, advisory services); lands (leases, surrenders and sale, community pastures, sand and gravel leases, petroleum and gas leases, seismic agreements, tendering); research (funds available through Agri-Food Equity, Agricultural Research, Agri-Food Innovation, Beef development); livestock (brands registration, livestock inspections, breeder and feeder loan guarantee programs, veterinary laboratory services); and licensings (game farm, pesticide applicator). Requires knowledge also of the services and programs of Agricultural Corporation of Saskatchewan and Saskatchewan Crop Insurance, and of other rural/agricultural organizations (e.g., Sask. Water Corporation for the dugout pumping assistance program, SERM for waterfowl crop damage compensation program, Saskatchewan health for water testing) to provide information and referral.

Requires knowledge of federal/provincial programs (e.g., Green Plan, rural water development, and

shelterbelt programs of PFRA), industry sector programs and services, such as feed and soil testing, and programs, services, and industries of the district to provide information and referral.

Requires knowledge of the administrative processes of the department to monitor/prepare financial transactions, department and division policy and procedure manuals (e.g., Human Resource manual for supervising and staffing non-perm positions; visual identity standards for documents). Requires knowledge of government tendering processes to answer inquiries on tenders, record tender amounts, explain eligibility criteria and instruct individuals how to fill in applications.

Requires knowledge of various computer software such as WordPerfect 6.1 for Windows, Excel, the FBMinet Bulletin Board System, E-Mail, and the Internet.

### **Factor 6 Working Conditions**

#### **Overall Rating - 2A**

On average, spends 26.75 hours a week word processing (15.75 hours), and facing deadline pressures caused by interruptions when serving walk-in clients (11 hours). (3E)

On average, spends 5 hours per week exposed to loud noise below 85 decibels from working in an open office where there is no opportunity to remove oneself (4.5 hours), and interacting with rude or impolite clients (1/2 hour). (2B)

On average, spends 4.25 hours per week exposed to ink and toner (.5 hour), travelling in good weather conditions (1 hour), working with background noise below 85 decibels where there is opportunity to remove oneself from the noise (2 hours), and performing repetitive movements while date stamping publications (.75 hour). (1B)

### **Factor 7 Demand**

#### **Overall Rating - 3A**

On average, spends .25 hours per week lifting boxes over 18 kg. (3A)

On average, spends 16.75 hours per week wordprocessing, entering/retrieving information on systems, coding invoices, and interacting with rude or

impolite clients. (2C)

On average, spends 19.5 hours per week performing activities such as photocopying or faxing, standing when serving walk-in clients, redirecting calls, stamping publications, sorting/opening mail, and driving in good weather conditions. (1C)

### **Factor 8 Coordination**

#### **Overall Rating - 4A**

Speed and accuracy of physical movement are required 1 hour per week to wordprocess urgent materials. (3A)

Accuracy of physical movement is required for 23.25 hours per week when keyboarding, photocopying, faxing, sorting mail, stamping publications and driving. (2D)

Neither speed nor accuracy of physical movement is required for the remaining 11.75 hours. (1B)

**EP; CD #109**  
**Regional Secretary**  
**Administration, Yorkton**  
**Social Services**  
**Occupational Code: PSCW**  
**Level 4**

**August 2015**

Solutions include:

**Main Purpose**

Provides administrative and secretarial support to the Regional Director and Regional Administration Manager. Responsible for the work of other support staff.

**Primary Responsibilities**

Provides secretarial support to the Regional Management team.

Responsible for the work of the steno pool.

Maintains regional employee's personnel files and provides human resources support (e.g. recruits secretarial staff, explains leave and benefit policies).

Acts as Secretary to the Local Appeal Committee.

Co-signs Social Assistance Plan and Child in Care emergency cheques.

**Factor 1 - Problem Solving (2)**

Problems relate to maintaining consistency within the region and employees' lack of knowledge about government policies and procedures.

**Level 2**

Problems typically include:

1. Inconsistent application of administrative procedures within the regional offices (e.g., wrong format, paper size, font).
2. Support staff don't know how to respond to angry or upset clients.
3. Division staff are not aware of administrative processes including Ministerial referrals, or appeals process.
4. Correspondence for typing is missing information or is difficult to read.
5. Unable to locate the Chair of Appeal Hearings which makes it difficult to schedule hearings within required deadlines.

1. Checking completed work to ensure forms are typed and formatted correctly (e.g., adoption case histories, young offender pre-disposition reports). Developing standards to be used when typing or completing documents (e.g., format, paper size, font).
2. Approving attendance of support staff at training opportunities delivered by central office to learn how to provide service to angry or difficult people.
3. Developing procedures manual for all office staff which provides information on processes for Ministerial correspondence and appeals.
4. Speaking with author to obtain missing information or to clarify the written information.
5. Continually telephoning the Chair in an attempt to schedule hearing date within required deadlines (e.g., appeals must be heard within 30 calendar days of receipt); after confirming the Chair's attendance, booking the boardroom and coordinating the calendar of other departmental representatives; reminding the Chairman, in writing and by telephone, the hearing has been scheduled.

**Factor 2 - Decision Making (4A)**

**A. Level 4**

Makes decisions within standards or policies. Decisions are accepted without review and include approving payment for S4s and office supplies, scheduling appeal hearings and approving support staff requests for leave. Decisions which are outside of standards or policies are reviewed before a decision is made.

**B. Level A**

Co-signs Social Assistance Plan and Child in Care emergency cheques. Verifies that applications for benefits conform to government policy before approving for payment (e.g., correct name and address, correct dollar value). Approves branch S4 claims and forwards to the Accounting Unit for payment.

**Factor 3 - Human Relations Skill (2B)**

**A. Level 2**

Listens to angry or irate clients who are upset (e.g., their benefit is reduced due to an overpayment error or is late, children are apprehended). Calms down the client, gathers information from the client and explains departmental procedure for recovery of overpayment or when the cheque should be mailed. If the client needs further attention, (s)he is redirected to the Family

Service Worker or the Income Security Worker.

**B. Level B**

Records and distributes minutes taken at appeal hearings. These minutes summarize the local appeal hearing and the decision of the appeal committee.

**Level A**

Schedules appeal hearings and drafts correspondence relating to Appeals (e.g., informing all parties when and where hearing will be; sending the Chair and Board members a copy of the department's background report). Provides orientation to new staff and completes department's human resource forms.

**Factor 4 - Responsibility for Work of Others (2A)**

**Level 2**

Organizes the work of department staff relating to the appeal process by scheduling the hearings to be attended and sending information to Board members and appellants.

**Factor 5 - Knowledge (3B)**

**A. Level 3**

Requires knowledge of word processing and electronic mail in order to type and format legal documents for court for adoption proceedings, minutes from appeal hearings and other documents and correspondence for the Director, Administrative Manager and other office staff.

**B. Level B**

Requires knowledge of the local appeal process (e.g., deadlines to hear appeal, who is to attend) and provincial appeal process (e.g., deadlines to hear appeal, sending letter to head office requesting provincial appeal date be set and submitting required documentation). Requires knowledge of documents required for court hearings and investigations (e.g., types and compiles legal documents to be submitted to court for adoption proceedings, completes necessary forms).

Requires knowledge about department programs including Family Services, Child Protection and Income Security in order to redirect clients to the program personnel and to respond to questions regarding policies and procedures (e.g., a foster parent asks to take the child out of province and needs to know how to obtain permission from the department; a client doesn't like the

repayment plan set by the department requires explaining the repayment plan is programmed by the computer and the client has the right to appeal it).

Requires knowledge of the administrative process of paying accounts for children's services, and the requirements to be met before co-signing Social Assistance Plan and Child in Care emergency cheques (e.g., submitting employee expenses, honorariums and grant disbursements for payment, ensuring cheques to be co-signed list the correct name and address). Requires knowledge of the format requirements, reporting deadlines and procedures for tracking Ombudsman, Ministerial or department referrals; the administrative guidelines to follow for retention and disposal of program files; and the SARS filing system.

Requires knowledge of CVA procedures (e.g., how to repair, maintain, use of fleet cards), ordering office supplies, office procedures, and booking out of province travel.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 15.5 hours per week keyboarding (15 hours) and travelling in adverse weather to pick up or service a CVA vehicle (.5 hour). (3D)

On average, spends 16.5 hours per week writing when completing forms and taking notes (4.5 hours), exposed to deadline pressures caused by interruptions (10 hours per week) and interacting with angry or rude clients (2 hours). (2D)

On average, spends 3 hours per week travelling in good conditions to pick up or service CVA vehicle (1 hour), in contact with toner or dust (1 hour) and using a calculator (.5 hour). (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 31 hours per week keyboarding, interviewing for support staff, completing department forms related to CVA vehicle usage, personnel and procurement, using a calculator, verifying attendance statements, summarizing minutes, driving in adverse weather, interacting with angry or rude people (e.g., upset because Social Worker is not available or because

their cheque is late) and scheduling appeals that are difficult to arrange. (2E)

On average, spends 5 hours per week photocopying, responding to clients, subordinates and other departmental employees who are seeking program or benefit information, and driving in good weather. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, spends 2 hours per week requiring both speed and accuracy of physical movement when typing pre-disposition and other reports required within short time frames. (3A)

On average, spends 21 hours per week requiring accuracy of physical movement when keyboarding, writing, calculating and driving. (2C)

On average, spends 13 hours per week where neither speed nor accuracy of physical movement are major considerations. (1C)

**EP; CD #110**  
**Secretary, Regional Office**  
**Saskatoon**  
**Saskatchewan Education**  
**Occupational Code: PSCW**  
**Level 5**

**December 2009**

### **Main Purpose**

Provides administrative and secretarial support services to regional office staff, as well as, information and assistance on department programs, policies and procedures to various stakeholders.

### **Primary Responsibilities**

Performs word processing functions; composes letters, memorandums, briefing notes and minutes; formats documents and overheads for regional office staff.

Provides computer expertise to staff and monitors the Novel Network system.

Develops, updates and maintains the Community Services Directory and Region 4 Directories.

Performs office procedures such as photocopying, filing, distributing mail and organizing the storage room and resource library.

### **Factor 1 Problem Solving (2)**

Problems relate to administrative, support or reception responsibilities.

#### **Level 2**

Problems typically include:

1. A vague request for information.
2. Student inquiries (e.g., how to acquire grade 12).
3. Asked to type documents for which no format exists.
4. Computer problems (e.g., user can't log onto the network or email messages aren't retrievable).
5. How to respond to out of province requests for information about programs which are not directly related to this department (e.g., request for program information relating to Post Secondary education).

Solutions are achieved by:

1. Probing for more information, clarifying request, providing requested information about department

programs, referring to Regional Director, staff or other government agencies.

2. Determining length of time out of school, what type of instruction they prefer, explaining various options, explaining procedures and costs involved.
3. Developing new format based on appearance and amount of space available.
4. Reading the error messages, reviewing notes which explain how to fix the problem, responding to error message prompts; for example, checks to ensure file server is connected, checks application's properties to verify stored information is accurate, logs on with own identification to determine if there is a hardware problem, checks to see if the user's password has expired; if unable to repair, calls systems personnel to resolve.
5. Asking questions of the caller to fully understand the specifics of the request, calling the university or Post Secondary department officials who are responsible for the specific program, gathering and packaging the information from these sources, mailing the information to the caller.

### **Factor 2 Decision Making (4B)**

#### **A. Level 4**

Makes decisions within standards, policies and regulations. The majority of these decisions are not reviewed. Decisions include: repairing office equipment and issuing CVA requests, making payments from petty cash and issuing Local Purchase Orders; sending and retrieving information from various clients, school division personnel, other departments and regions; ordering office supplies and curriculum guides; and determining changes and timing of updates to the Community Services Directory and regional directory.

#### **B. Level B**

Weekly, makes decisions to correct inaccurate invoices, S4's, and general expense statements (e.g., the region has been charged twice for a long distance call; being invoiced twice for room rental for a workshop/meeting). Corrective decisions include contacting Sasktel to request a credit, adjusting the bill, then coding and sending in the corrected bill for payment; contacting the hotel to advise of error and then rejecting second invoice for payment.

### **Factor 3 Human Relations Skill (3B)**

**A. Level 3**

Interpersonal skills are required to negotiate hotel/motel terms and conditions in contracts (e.g., accommodations and services provided for various functions). Influences the service providers to adhere to the contracts and resolves any issues which includes altering payment of the contract.

**Level 2**

Listens and clarifies to determine the nature of the concern and responds to concerns and inquiries from clients. Redirects some inquiries. Clients include the general public, school division personnel, teachers, parents, other government personnel, business professionals and the media. For example, receives calls from parents who want their suspended children to return to school. Resolution requires asking which officials the parents have spoken with in their efforts to resolve the problem, suggesting officials the parents should speak to (e.g., teacher, principal, school division officials, Director of Education). If the parents have spoken to all of these officials, the job directs the parents to the Regional Director's Office.

**B. Level B**

Assigned responsibility to provide computer software expertise to staff including training and troubleshooting regarding software programs (e.g., WordPerfect, email and PowerPoint).

**Level A**

Provides information and responds to questions about department programs via telephone and walk in contact with clients, parents, students and the general public. For example, receives calls from students who want to know what the requirements are to pass grade 12. Requires asking what credits the students have, explaining the credit policy (e.g., need 24 credits to graduate) and identifying the compulsory classes.

**Factor 4 Responsibility for Work of Others (3)**

**Level 3**

Full responsibility for 1 permanent FTE.

**Factor 5 Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of computer operation, hardware and software (e.g., WordPerfect, Windows, PageMaker, Excel, WP Office, PowerPoint, French and Cyrillic fonts) in order to type, format, obtain, trouble shoot, provide training and respond to questions from office staff.

**Level 2**

Requires knowledge of typing, filing and reception functions in order to perform duties. Requires knowledge of language and communication in order to compose documents, letters and correspondence and to respond to inquiries.

**B. Level C**

Requires knowledge of all department programs and policies including: Adult Basic Education Program, Vocational Rehabilitation of Disabled Persons Program, Proficiency Awards Program, New Careers Program, Partnerships Program, Job Start, Accreditation Policy, Home Based Education Policy, Integrated School Linked Service, Student Loans, Apprenticeship and Trade Certification, Federal/Provincial Summer Language Bursary Programs and Core Curriculum and Common Essential Learning policies. This knowledge is required in order to provide clients and stakeholders with explanations such as: how to qualify for program funding, to redirect clients to partner agencies (e.g., Community Living, Aids to Independent Living), to explain how award nominations are gathered, to explain to employers the amount of wages the department will commit to salaries for summer students.

Requires knowledge of the School Divisions, schools, programs, special schools (e.g., French immersion, community schools, bilingual schools, band schools, independent schools in order to provide clients and stakeholders with information and to refer to appropriate channels.

Requires knowledge of government billing codes and processes in order to complete S4s, S5s and remit office expenditures for payment.

Requires knowledge of the visual identity program and standards for typing, formatting and packaging Minister's and Deputy Minister's correspondence.

**Factor 6 Working Conditions**

### **Overall Rating - 1A**

On average, spends 20 hours per week keyboarding and calculating. (3D)

On average, spends 9 hours per week interacting with rude/impolite/irate clients when responding to inquiries on services, programs and procedures (2 hours), exposed to background noise below 85 decibel when working by printer and photocopiers and consulting with clients (7 hours). (2C)

On average, spends 7 hours per week clearing paper jams, adding toner to fax, photocopier and laser printers (3 hours) and responding to deadline pressures caused by telephone interruptions while trying to complete tasks (4 hours). (1B)

### **Factor 7 Demand**

#### **Overall Rating - 2A**

On average, spends 28 hours per week loading and moving boxes weighing between 8 to 18 kg (4 hours), word processing to complete deadlines and responding to client and student concerns (e.g., how to qualify for program funding, what are requirements for completing grade 12) (4 hours), interacting with people who are angry (e.g., school closures, student loan collections, student is expelled) (2 hours), word processing, calculating, writing, mail-outs (18 hours). (2D)

On average, spends 8 hours per week lifting and carrying boxes weighing up to 8 kg. (2 hours), sitting, standing, walking and bending; redirecting telephone calls, responding to requests for program information (e.g., where to pick up award applications, how to get copy of transcripts) (2 hours), compiling and photocopying materials (3 hours). (1B)

### **Factor 8 Coordination**

### **Overall Rating - 3A**

On average, spends 12 hours per week performing activities where speed and accuracy of physical movement are required by typing material which needs to be completed immediately in preparation of a meeting or during a meeting (4 hours), calculating the budget, sorting material for mail-outs (8 hours). (3B)

On average, spends 19 hours per week performing activities where accuracy of physical movement is a major consideration including word processing documents, tables and forms, recording information from telephone calls and coding and recording figures from expense statements, photocopying. (2D)

On average, spends 5 hours per week performing activities where neither speed nor accuracy of physical movement is a major consideration. (1A)



**EP; CD #111**  
**Administrative Support Assistant**  
**Registry Services Division**  
**Justice**  
**Occupational Code: PSCS**  
**Level 5**

**August 2015**

**Main Purpose**

Provides support services to the Maintenance Enforcement Branch and is responsible for the work of other staff.

**Primary Responsibilities**

Provides secretarial support to the Director, Assistant Director and Investigative Officers.

Responds to a variety of inquiries, provides information to clients and collects monies and issues receipts for maintenance payments.

Collects, ensures proper completion and approvals, and submits for processing, employees' forms such as attendance statements, prior approvals and training requests.

Provides orientation on office procedures and is responsible for the work of other staff.

**Factor 1 Problem Solving (2)**

Problems relate to clients' lack of knowledge or complaints about maintenance enforcement action.

**Level 2**

Typical problems include:

1. Clients are unsure how to apply for maintenance enforcement and how to complete the forms.
2. Claimant did not receive maintenance payment.
3. Respondents complain their federal cheques have been garnisheed (e.g., UIC, Income Tax).
4. Shortage of secretarial staff to meet peak demands.

Solutions include:

1. Providing information to help complete the maintenance enforcement action forms, accepting forms for maintenance enforcement action, verifying forms are completed correctly and forwarding the claims file to department representative for collection.

2. Checking the Automatic Enforcement of Maintenance Order (AEMO) system's payment history to confirm maintenance payment was received; if payment was received, verifying address is correct and contacting Accounting Unit to determine if payment has been issued. If payment was not received, explaining to claimant why monies were not received (e.g., NSF cheque, garnishment was disputed and funds had to be returned, unable to trace income source of respondent).
3. Requires checking AEMO system to confirm garnishee action is in place. Explains the legislative authority of the Maintenance Enforcement Branch to garnishee federal funds and the time delays that occur because of the federal government's involvement and the fees which charged by the federal government for receiving and responding to garnishment.
4. Redistributing work (within and outside the work unit), delegating tasks and recommending how processes could be streamlined.

**Factor 2 Decision Making (4B)**

**A. Level 4**

Authority to independently make decisions that are within standards, policies or regulations which are accepted without review. Decisions include: ordering supplies, coding and approving office expenses for payment; and rejecting improperly completed employee forms (e.g., attendance statements, prior approvals). Decisions outside of established policies or regulations are reviewed before the decision is made.

**B. Level B**

On a monthly basis the job overhears threatening conversations between a staff member and an angry client occurring in the meeting room. The job establishes a presence by looking through the window to the meeting room or knocking on the door and interrupting the discussion.

**Level A**

On a weekly basis, speaks with angry respondents who are threatening the well being of their former spouses. Makes the decision on which threats to take seriously, based on the respondent's history, and calls the former spouse to warn them of the threat made by the respondent.

Receives money, issues receipts and makes deposits of maintenance funds provided by respondents on a daily basis. Verifies S4s and office expenditures are in accordance with policy before forwarding to the Accounting Branch for review and payment. Corrective

decisions only relate to own work.

### **Factor 3 Human Relations Skill (3B)**

#### **A. Level 3**

Resolves complaints or inquiries from angry or upset claimants, respondents, third parties and employers who are impacted by maintenance enforcement action. Requires calming the person, listening and clarifying to obtain the required information, explaining AEMO legislation, authority and procedures, reviewing file records and providing status of enforcement order action. Examples include calls from a spouse who has received garnishee notice. This requires getting the account number, verifying who the caller is, checking the computer system to determine what type of garnishment is in effect, reviewing computer records to gain understanding and providing an explanation of what has occurred on file and why (e.g., garnishing entire pay cheque because of arrears).

#### **B. Level B**

Verbal and listening skills are required to understand and communicate information and respond to inquiries from the public, claimants, respondents and employers about the maintenance enforcement process and the status of a claim. Provides explanations including: the requirement for necessary forms to be completed, the authority of the branch to enforce maintenance orders and to garnishee salary or federal funds, how maintenance orders are enforced (within and outside the province) and the process to have actions transferred to other jurisdictions.

#### **Level A**

Writing memorandums to others. For example: a memorandum to the Accounting Branch under the Directors signature which explains why an expenditure was made and requesting payment; writes memorandum for own signature to SPMC explaining why the product provided by a supplier is not suitable.

Explains to branch staff (not subordinates) general office procedures including completing and submitting employee forms, ordering supplies and collecting monies. Responds to questions about the Automatic Enforcement of Maintenance Order (AEMO) computer system and software applications.

### **Factor 4 Responsibility for Work of Others (4)**

#### **Level 4**

Full responsibility for the work of 1.5 FTEs.

### **Factor 5 Knowledge (3B)**

#### **A. Level 3**

Requires knowledge of specific legal language. Including *notices of motion, sine die* adjournments, *garnishees, default judgements, divorce decrees, eligible assets and Orders of the Court*. Also requires understanding of the legal context for their use when completing legal documents, and providing explanations and responding to inquiries from clients, the public, third parties or employers about the maintenance enforcement process and the status of an enforcement action.

Requires knowledge of word processing, databases, electronic mail and spreadsheet software applications in order to enter, retrieve and format information.

#### **Level 1**

Requires knowledge of addition and subtraction to collect and receipt monies and to make deposits.

#### **B. Level B**

Requires knowledge of the AEMO computer system to generate enforcement documents; to update payment schedules; to track, update and maintain case files; and, to provide status reports to clients. Requires knowledge of maintenance enforcement legislation, enforcement mechanisms and processes to provide explanations to clients, the public, third parties or employers, including how payments are processed, the type of enforcement that can be taken and how the court system operates. Requires knowledge of maintenance enforcement processes outside the province or outside the country to provide explanations on transferring actions to and from other jurisdictions.

Requires knowledge of governmental processes including how to complete and remit attendance statements and prior approvals and how to order and pay for office supplies. Requires knowledge of benefits including vacation leave, SDOs, pressing necessity, to provide explanations to employees.

### **Factor 6 Working Conditions**

**Overall Rating - 2A**

On average, spends 3 hours per week receiving threats of physical harm, in person, by respondents who object to the maintenance action being enforced. (4B)

On average, spends 16 hours per week keyboarding. (3D)

On average, spends 8 hours per week exposed to rude or impolite people seeking answers to their questions about the maintenance enforcement process or the status of their enforcement action. (2C)

On average, spends 9 hours per week using the calculator (7 hours) and exposed to photocopier or printer toner. (1C)

**Factor 7 Demand**

**Overall Rating - 3A**

On average, spends 2 hours per week working with hostile individuals who object to the maintenance action that is being enforced. (3A)

On average, spends 23 hours per week keyboarding, using the calculator, collecting monies, issuing receipts, making deposits and working with people affected by a maintenance enforcement action who are rude and impolite. (2D)

On average, spends 11 hours per week speaking with claimants, respondents, third parties and employers relating to maintenance enforcement and lifting and carrying files and supplies weighing under 8 kg. (1B)

**Factor 8 Coordination**

**Overall Rating - 4A**

On average, spends 1 hour per week keyboarding under deadline pressure in response to ministerial requests. (3A)

On average, spends 23 hours per week keyboarding, issuing cheques, collecting money and using a calculator. (2D)

On average, 12 hours per week neither speed nor accuracy of physical movement is a major consideration. (1C)

**EP; CD #112**  
**Branch Director's Secretary**  
**Revenue Operations Branch**  
**Finance**  
**Occupational Code: PSCW**  
**Level 5**

**December 2009**

### Main Purpose

Provides secretarial and administrative support to the Director of Revenue Operations and a branch of approximately 65 staff.

### Primary Responsibilities

Compiles, types and formats branch reports such as the monthly activity report and various statistical reports.

Provides secretarial and administrative support to the Director, including responding to telephone and walk-in inquiries, scheduling meetings, coordinating branch activities (e.g., arranging conferences, obtaining new telephone equipment for Division staff, creating internal branch forms, recommending the purchase of ergonomic furniture for branch staff, following up with other support staff on purging file directories), developing and maintaining the filing system, photocopying, and faxing.

Maintains employee records, attendance records, distributes pay stubs, and liaises with Human Resources on behalf of branch staff.

Responds to inquiries about the consumption taxes administered by the branch.

Downloads and uploads information between the mainframe system and the network for use by the Taxpayer Services and Taxroll Maintenance staff.

Maintains security cards, keys and parking records for branch staff.

### Factor 1 - Problem Solving (2)

Problems relate to coordination of branch administrative processes, and inquiries from vendors and consumers regarding tax legislation.

#### **Level 2**

Problems include:

1. Lack of coordination for planning staff vacation time.
2. Telephone requirements for extra staff hired each

year for the Farm Fuel Program.

3. Branch attendance records do not match Human Resource's (HR) records.
4. Consumers are unfamiliar with tax programs and legislation. For example:
  - a. Consumer buys products in Alberta and wants to know if they have to pay tax.
  - b. Individual buys lumber and wants to know why they have to pay tax on it.

Solutions include:

1. At the request of the Director, implementing procedures to collect, document and update 3-month vacation plan, monitoring calendar daily for staff commitments, monitoring year end balances and reminding staff to take unused days off.
2. Discussing requirements with the Program Supervisor, checking existing phone records, the physical location of the equipment and the organization of the office in order to determine phone features (e.g., what lines need to be on the phone, where should the phone call forward busy/no answer), checking SaskTel literature to determine model numbers, preparing request to SaskTel, coordinating installation.
3. Checking previous branch records, talking to the employee and HR, and providing HR with required documentation.
- 4.a. Considering the products, the purpose for which they were purchased, referring to legislation, information bulletins, and/or manuals. If unable to find the answer, referring the call to a Tax Information Officer.
- b. Considering if the purchaser is a farmer or not, what the lumber will be used for, if it was pre-cut, referring to legislation/bulletins, explaining guidelines regarding when the purchase of lumber is taxable and when it is not taxable.

### Factor 2 - Decision Making (4A)

#### **A. Level 4**

Makes decisions within policies and guidelines and the majority are not reviewed. Decisions include: changing the personnel file system; changing the method or timeframe for branch staff to submit statistical information to this job for compilation; prioritizing own work; scheduling appointments for the Director; formatting documents and designing spreadsheets; determining what information to provide in response to taxpayer inquiries; where to refer inquiries that are not within the branch's mandate (e.g., GST, property taxes).

**B. Level A**

Decisions to inform building maintenance about heating, lighting, water, side-walk problems, have an indirect affect on ensuring a safe working environment for staff.

Threat to the well-being of division staff occurs when meeting with upset clients in the public interview room. On rare occasions when the buzzer in the public interview room is activated, this job locates the Manager, Taxpayer Services or one of the officers who can resolve the situation.

**Factor 3 - Human Relations Skill (3B)****A. Level 3**

Interacts with clients upset about tax programs (e.g., clients upset about having to pay tax on certain items or disagreeing with their account balance). Resolves the situation by calming the client and explaining tax rules, regulations, policies and account calculations, so that the client understands how these apply to their situation.

**B. Level B**

Communicates information to taxpayers on their obligations to be licensed/registered with the department and how to collect and remit taxes administered by the branch (e.g., filing requirements, calculation of tax on off-sale liquor, what containers are eligible under the Beverage Container Program). Also requires listening skills to comprehend a variety of tax situations raised by callers, in order to provide information on what items are taxable or non-taxable and on the variables and circumstances on which this depends (e.g., products bought outside the province may be taxable depending, for example, on what the products are and for what purpose they were purchased).

**Level A**

Occasionally (i.e., once per year) provides demonstrations to groups of staff (e.g., Farm Fuel Program staff on the use of the phones or branch staff on the use of new equipment).

Requires writing skills to compose brief correspondence providing information to staff on new policies and procedures (e.g., changes to telephone procedures for long distance calling, destruction of records), and to complete forms such as application forms for vendor, tobacco and liquor licences, and casual return forms.

Requires verbal communication skills to: provide informal instruction on a one-on-one basis to branch staff on the use of the telephones, fax machine,

photocopier and computers; advise branch staff on department standards for outgoing correspondence, telephone installation and repair, and questions about the collective agreement.

**Factor 4 - Responsibility for Work of Others (2)****Level 2**

Coordinates requirements and deadlines for Branch Managers to provide information for branch reports; and coordinates Branch Managers' attendance at meetings. Checks letters, memos and reports prepared by Branch support staff, for punctuation, accuracy and consistency of format, and ensures that corrections are made by the originator.

**Factor 5 - Job Knowledge (3C)****A. Level 3**

Requires knowledge of the operational and administrative functions of an office environment, including knowledge of: spreadsheet, database and wordprocessing software in order to create business documents (e.g., tables), design spreadsheets, and manipulate data to produce statistical reports; the relationship between mainframe and network systems in order to upload/download information from one to the other.

**Level 2**

Requires knowledge of organizational structures (e.g., how work flows through an organization) in order to establish office processes (e.g., organize paperflows, distribution of information); filing systems and records management processes for computer and hard files in order to establish and manage the branch filing systems (i.e., purge, archive, destroy, store on disk); office machines and equipment (e.g., fax machines, photocopiers, printers) in order to operate equipment and instruct others to maintain equipment in working order.

Requires knowledge of terminology which forms the basis to establish tax policies (i.e., direct agent, tangible personal property, real property) in order to respond to inquiries from taxpayers or the general public relating to consumption taxes.

**Level 1**

Requires knowledge of addition and subtraction when doing calculations for taxpayers who have questions about completing their tax returns, and when balancing Automated Payment of Accounts returns.

### **B. Level C**

Requires knowledge of branch services (Farm Fuel Program, taxpayer services, collection and enforcement, systems and revenue processing) in order to collect information and compile reports and statistics for the Director, and to refer inquiries. Requires knowledge of CICS sign-on procedures and the Taxpayer Services system in order to enter, access, upload and download information.

Requires knowledge of administrative policies and procedures in order to check and maintain attendance records, coordinate telephone installation and repair for the division, and maintain division parking and employee access records.

Requires knowledge of the tax programs administered by the Branch (Education and Health tax, Liquor Consumption tax, Corporation Capital tax, and Beverage Container Program) in order to respond to taxpayer inquiries regarding their obligations to be licensed/registered with the department and how to collect and remit taxes administered by the branch (eg. filing requirements, refund policies, calculation of tax on off-sale liquor, what containers are eligible under the Beverage Container Program, taxable and non-taxable items).

Requires knowledge of sections of the SGEU collective agreement in order to respond to staff questions such as the use of pressing necessity and family leave.

Requires knowledge of the fax machine, laser jet printer and photocopier in order to add paper, clear paper jams, clean, and replace toner as required.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 15 hours per week performing repetitive movements while keyboarding. (3C)

On average, .25 hour per week involves interacting with angry or upset taxpayers. (2A)

On average, 7 hours per week involves interruptions

from others which cause pressure when the job has to meet end of the month report deadlines (4 hours); and performing repetitive movements when using the calculator portion of the keyboard and a desk-top calculator (3 hours). (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, spends 25 hours per week keyboarding, using a calculator, compiling statistics, explaining tax policies and regulations to clients, interacting with rude or impolite callers, and crouching to access lower filing cabinet drawers. (2D)

On average, spends 11 hours per week walking, standing, walking up and down stairs, filing, photocopying, and lifting up to 8 kgs. (paper supplies for fax machine or printer, boxes of files for basement storage). (1B)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

Speed and accuracy of physical movement are required 2 hours per week when typing urgent assignments for the Director. (3A)

Accuracy of physical movement is a major consideration 17.5 hours per week when filing, keyboarding, entering numeric data and using a calculator. (2C)

Neither speed nor accuracy of physical movement is a major consideration 16.5 hours per week. (1C)

EP; CD #113  
Personnel Clerk  
Human Resources Branch  
Department of Social Services  
Occupational Code: PSCW  
Level 5

December 2009

### Factor 1 Problem Solving (2)

Problems relate to providing personnel-related information.

#### **Level 2**

Problems typically include:

1. Employees whose information regarding increment dates or seniority differ from those of the department.
2. Dental benefits issued to an employee are lower than the actual cost.
3. Requests for seniority or vacation verification for employees who have worked for more than one department.
4. Scheduling meetings for the Assistant and Associate Deputy Ministers and participants who reside in diverse locations.

Solutions are achieved by:

1. Asking questions to ascertain the problem, gathering further information to determine where discrepancy lies, researching records to confirm actual increment date or seniority amount, and explaining reasons for discrepancy (e.g., an employee who is working in 4 different classes may not be named on the seniority roster because he or she has not worked the equivalent of a probationary period in any one classification).
2. Calculating the percentage of reimbursement to which the employee is entitled based on the percentage of hours the employee has worked, reviewing forms to see if they are completed correctly and that submissions are going to the correct plans for children/spousal claims, and referring problems that cannot be resolved to the Public Employees Benefits Agency.
3. Reviewing the department's information, asking for further information from the employee or other department, calculating the seniority and vacation based on policies, and forwarding the information to the Public Service Commission or the financial branch of the department for correction.
4. Factoring the availability of the Assistant and Associate Deputy Ministers and the location of the other participants before determining a meeting location and repeatedly contacting participants until a meeting time is established.

#### Main Purpose

Receives, reviews, verifies and calculates personnel and benefits related documents for the department. Advises departmental employees regarding personnel and benefits related policies and procedures.

#### Primary Responsibilities

Processes personnel-related documentation for employees such as appointments, terminations, leaves, reclasses.

Calculates seniority and increment dates for non-permanent employees.

Advises, verifies and processes employee benefits such as group life, dental, superannuation, relocation policy.

Composes correspondence to financial institutions to verify employment and to employees, PEBA, PSC concerning leaves of absences, documentation required, and other personnel-related issues.

Coordinates departmental relocation policy.

Provide administrative support to Union/Management and Employment Equity Committees.

Types, formats, and composes correspondence for Human Resource Consultants.

Maintains BF system awaiting documentation, photocopies documents.

Establishes and maintains personnel and position records and keeps filing up to date.

Constructs and updates organizational charts using Org Plus for the Branch and the Deputy Minister's Office. Coordinates departmental organizational charts by requesting from branch personnel.

**Factor 2 Decision Making (4A)**

**A. Level 4**

Makes decisions which fall within established policies, *The Public Service Act* and Regulations, or the collective agreement and include calculating seniority or dental reimbursements; determining increment dates; and completing the documents required to appoint or terminate employees. Decisions which are outside of established policy are discussed with others (e.g., Human Resource Consultants) before a decision is made and include factoring in all circumstances when interpreting relocation policy allowances (e.g., whether to issue approval for an employee to rent an apartment for 60 days when the policy allows 60 day hotel accommodation and meals); determining how to route personal and financial employee information to other areas in the department or government, as necessary (e.g., leave of absence for personal reasons).

**B. Level A**

Has responsibility for own safe work practices. The threat to the well-being of others is not present.

**Factor 3 Human Relations Skill (3B)**

**A. Level 3**

Resolves complaints from employees who are confused or upset about benefits (e.g., employees did not receive increment or vacation leave entitlement, employees feel certain relocation expenses should be covered) by explaining policy, procedures, seniority, increment dates, dental benefits, and relocation policy.

**Level 1**

Exercises courtesy when interacting with the public (e.g., who are applying for employment, when making hotel reservations for other employees).

**B. Level B**

Designs, updates and presents half day and one day training to Regional Administration Managers, Administrative Support and Payroll employees regarding benefit entitlements, forms/documentation required, and process and procedures to follow. Designs training and manual and instructs groups of employees in the construction of organizational charts (e.g. the operations of the computer package, format, and process to follow for submitting). Revises and updates the Benefits Manual and the Employee Guide to Pay Benefits which is distributed to all new employees (e.g., information on benefits, salaries, leave of absence provisions, hours of work). Advises employees of

changes to legislation in writing which may affect them (e.g., *Labour Standards Act* changes affected employees group life benefits).

**Factor 4 Responsibility for Work of Others (2)**

**Level 2**

Verifies the completeness and accuracy of commencement and termination documents, staffing and reclass requests, dental forms, and relocation documentation submitted by employees outside of the branch (e.g., Regional Administration Managers); and ensures that organizational charts are updated routinely and meet established formats. Job has authority to direct these employees to make corrections. Coordinates the organizational charts completed by department employees outside of the branch, by checking for accuracy and correct format, providing copies to the Minister's office and the Public Service Commission and maintaining the master file for the Human Resources Branch.

**Factor 5 Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of office and administrative functions and protocols in order to organize and perform a variety of administrative tasks (e.g., create bring forward systems, compose correspondence, process documents/applications, wordprocess and format documents and create spreadsheets to produce visually appealing letters, memos, reports, briefings, tables, overheads and surveys).

**Level 2**

Requires knowledge of grammar and composition in order to compose correspondence.

**B. Level C**

Requires knowledge of: the Human Resource System to retrieve and update employee and position information, Personnel Attendance and Leave System (PALS) to verify and calculate employee attendance records; Org Plus to construct and update organizational charts; and E-mail; the formulas to calculate non-permanent seniority, vacation, sick leave and pressing necessity entitlements; the Dental Administration Manual, the Public Employees/Service Superannuation Plan, the Guide to Pay Benefits booklet and the Benefits Manual to explain, enforce and comply with benefit policies and procedures.



Requires knowledge of aspects of the PSGE Collective Agreement, the Human Resource Policy Manual in order to advise employees of provincial government human resource policies and procedures (e.g., leave of absence); departmental human resource policies and procedures to direct employees (e.g., departmental relocation policy). Requires knowledge of aspects of the Labour Standards as it affects employees (e.g., superannuation, overtime).

#### **Overall Rating - 4A**

Both accuracy and speed of physical movement are major considerations for 10 hours per week when wordprocessing correspondence and reports due to tight deadlines from payroll runs and staffing and classification actions (e.g., advising the Public Service Commission of employees on temporary reclass within payroll run deadline). (3B)

Accuracy of physical movement is a major consideration for 25 hours per week when keyboarding to access data on the information network, filing, and completing pre-printed forms using a typewriter or hand writing portions of forms. (2D)

Neither speed nor accuracy of physical movement is of major consideration 1 hour per week. (1A)

#### **Factor 6 Working Conditions**

##### **Overall Rating - 1A**

On average, spends 25 hours per week keyboarding. (3E)

On average, spends 4 hours per week writing (3 hours) and in contact with ink, toner, dust. (1B)

#### **Factor 7 Demand**

##### **Overall Rating - 2A**

On average, spends 30 hours per week calculating employee seniority, increments, or benefits while on a leave of absence; delivering presentations regarding benefits and benefit processes; keyboarding; compiling complete human resource staffing, appointment, termination, leave or benefits packages and verifying the completeness of these forms and documents; interacting with rude or impolite people when responding to telephone inquiries regarding job abolishment, seniority, superannuation or dental reimbursements; providing assistance and guidance on paper flow, providing collective agreement interpretation, and explaining group life, superannuation, dental or long term disability benefits, pressing necessity and definite, indefinite or family leave policies. (2D)

On average, spends 8 hours per week redirecting calls or providing general information such as telephone numbers, office location or fax numbers; responding to telephone inquiries; lifting, carrying, pushing and pulling weights not exceeding 8 kgs when lifting boxes of files. (1B)

#### **Factor 8 Coordination**

**EP; CD #114**  
**Documentation Clerk**  
**Land Titles Office**  
**Justice**  
**Occupational Code: PDPW**  
**Level 4**

**August 2015**

affect same and determines and prepares Notices of Endorsement.

Retrieves all registered documents and titles affected by registered documents after final legal signing off function. Sorts by number, day, etc. and pulls apart all documentation to be microfilmed. Microfilms and maintains records of microfilmed documents and instruments.

### **Main Purpose**

Processes Land Titles requests for information and endorsement of information from documents being registered affecting absolute record of land ownership, interests in land and encumbrances thereon.

### **Primary Responsibilities**

On a rotational and/or back-up basis, the Documentation Clerks are required to perform varying combinations of job functions within the Land Titles Office.

Receives and sorts all correspondence, documents for registration, and cheques for payment of services or deposit accounts, which arrive by mail and by walk-in public/clients. Establishes priority of documents received for registration and assigns registration numbers in sequence of arrival/priority and client letter of instruction.

Calculates client fees for services provided at the counter. Operates a cash register providing cash change and receipts for clients; determines whether credit is for deposit account or not. Prepares daily bank deposit ensuring balance with receipts.

Fills requests received from clients via mail, fax or phone for: Certified or Uncertified Copies of Titles, Grants and other registered documents; Historical Searches of property; location of Duplicate Certificates of Title; General Record Name Searches and Certificates.

Receives and processes requests for information from the walk-in general public and clients, (e.g., title and document searches, historicals, plans, General Record name searches, copies and answering questions on registration requirements and forms).

Types legal land title documents following instruction, retrieves information from registered document and established procedures in order to cancel and issue new Certificates of Title showing legal ownership of land. Types correspondence for documents that can not be registered.

Endorses on Certificates of Title and file in General Record, information from registered documents that

### **Factor 1 - Problem Solving (2)**

Problems relate to processing documents and searching for information in the files.

#### **Level 2**

Problems include:

1. Obscure or vague request for information from a customer such as providing the plan /site number but not the lot and block, or only providing the civic address.
2. Instructions from title researchers that are inconsistent with the title information such as advising to cancel a title instead of just the northeast quarter.
3. Unusual or rare circumstances in registration (e.g., a certificate under the Creditor's Relief Act is rarely requested).
4. Requests that must be processed prior to the numerically prioritized workload.
5. Large projects that will take a long time for one person to do and will therefore hold up other registrations (e.g., instruments which affect a large parcel of land, commercial developments involving numerous transactions).

Solutions require:

1. Pulling out a plan to see if the information requested is on the plan; if it is still unclear, calling the customer to clarify the information and ask for more details.
2. Checking the transfer document to clarify the title; asking the titles researcher for more specific instructions.
3. Reviewing the manual for samples of previous cases; if there are no samples, providing all gathered information to a supervisor and obtaining a decision on the procedure to follow.
4. Prioritizing the workload based on the established guidelines for which items take priority (e.g., a General Record Certificate or abstract is needed for someone at the counter; rejects; writs of execution have to be done at the beginning of the day so that

the information is on the docket before starting that day for searches).

5. Getting together with the other documentation clerks to divide up the project between them.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Makes decisions within established policies and procedures when doing a General Record Search (e.g., whether a Writ goes on the GR request). The majority of these decisions are not reviewed. Signs under seal all "Certified Copies" and "General Record Certificates" provided to the clients on behalf of the Registrar, which guarantees the information to the client up to certification date and registration number.

#### **B. Level B**

Financial loss to clients or the government occurs when customers submit incorrect fees, for Land Title services. Corrective decisions involve determining the correct amount and forwarding the corrected copy for processing (refund or collection of remaining fees). These decisions occur less than weekly.

### **Factor 3 - Human Relations Skill (2B)**

#### **A. Level 2**

Listens to customers who call to complain that they did not receive the right information, it is taking too long to receive the information, they were charged the wrong fees. Assures the customers that the correct information will be sent, the information will be sent to them as soon as possible, the billing error will be corrected and advises what the correct fee will be. If the caller persists and is not satisfied with the explanation, the call is referred to the supervisor.

#### **B. Level B**

One of three jobs in the office assigned to train new employees in the job function through a six-week on the job training program. Includes ongoing updates and clarifications for about 6 months regarding content and interpretation of *The Land Titles Act* and other relevant legislation; and established processes and procedures used in the registration of documents.

#### **Level A**

Relates knowledge required regarding Land Titles policies, procedures and forms to law firms, lending institutions, real estate agencies, other agencies and the general public.

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Verifies work done by co-workers, casual employees, and students to ensure accuracy of the legal documents. Requires ensuring the employees correct the document errors prior to registration of Certificates of Title.

### **Factor 5 - Job Knowledge (3B)**

#### **A. Level 3**

Requires knowledge of specific legal language such as: *Certificates of Title*, *Mineral Certificates* and an understanding of the legal context for their use when processing and registering land titles requests and providing inquiry services. Requires knowledge of wordprocessing to produce correspondence.

#### **Level 2**

Requires knowledge of typing, spelling, composition and grammar in order to type titles, encumbrances on the back of titles, general record certificates, notices, docket cards, and correspondence.

#### **Level 1**

Requires knowledge of addition, subtraction, division and multiplication in order to calculate fees for letter requests.

#### **B. Level B**

Requires knowledge of: processes for land registration (including the manual that documents all established registration procedures, including rare and extraordinary cases) in order to follow instructions provided by Titles Researchers and provide inquiry services; the preparation and interpretation of legal descriptions in order to decipher metes and bounds and lengthy land descriptions; land survey documentation procedures in order to locate a particular parcel of land on a surveyed plan or township plan; documents required for tax enforcement and court purposes in order to search general records.

Requires knowledge of the software package developed for Land Titles containing legal forms and documents in order to produce same and, in some cases, make modifications to the forms (e.g., change wording from singular to plural).

Requires knowledge of the fees charged for inquiry services in order to calculate fees (e.g., a certified copy

of one certification of title is \$6; a general record certificate is \$10 per name, etc.).

Requires knowledge of the rules and procedures of filing in the Torrens System of land registry in order to retrieve information (e.g., farmland is done by section, township range; towns are done alphabetically then by plan numbers; lots and blocks numerically; docket cards alphabetically).

Requires knowledge of the operation of a variety of office equipment: KX-E7500 Panasonic electronic typewriter with a video display terminal similar to a word processor; photocopier; microfilming machine; two fax machines; an imprest seal; electric stapler; telephone switchboard; cash register; adding machine.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, 27.5 hours per week are spent typing or writing in the day book, operating the sequential number machine and operating the microfilm machine. (3E)

On average, 3.5 hours per week are spent exposed to a noisy office environment from photo-copiers, fax machines and typewriters, and interacting with rude or impolite people over the phone who are angry with slow service from the office or about the fees they have been charged. (2B)

On average, 5 hours per week are spent exposed to dust when filing and retrieving information, ink and toner when changing same on the photocopier and fax and the ribbon on the typewriter; and carbon paper. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, spends ½ hour per week working with clients who have mental, speech, hearing or language barriers requiring a high level of mental demand to ensure communications are understood and correct information is relayed or received (3A)

On average, spends 26 hours per week typing legal documents or reading client mail, kneeling to file and retrieve information and interacting with rude and impolite clients over the phone. (2D)

On average, spends 9.5 hours per week performing

standing while photo-copying, faxing, completing docket searches, filing, retrieving documentation; walking to retrieve information from files; and lifting weights of up to 8 kg. in order to file and retrieve information. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

On average, requires 24 hours per week of speed and accuracy of physical movement to type high volumes of documentation while meeting deadlines. (3D)

On average, requires 7 hours per week of accuracy of physical movement to photocopy, fax, file, and use a calculator. (2A)

Neither speed nor accuracy of physical movement is required 5 hours per week. (1A)

**EP; CD #116**  
**Secretary to Sheriff / Local Registrar**  
**Court Services Division**  
**Justice**  
**Occupational Code: PSCW**  
**Level 4**

**December 2009**

### Main Purpose

Provides support services for Sheriff's and Local Registrar's Offices, resident and visiting Judges, and Clerks in Court and maintains the accounting system.

### Primary Responsibilities

Provides secretarial support to Judges, Local Registrar, Sheriff, Deputy Local Registrars and Deputy Sheriffs.

Compiles and balances month end accounting and statistical records.

Records incoming monies for payments including fees, fines, restitution, garnishees; calculates interest on trust accounts; and issues cheques to plaintiffs, lawyers and Head Office.

Enters writs of execution and accepts for registration by recording documents in docket and verifying fees.

Deducts fees from lawyer's ledger accounts and verifies accuracy of charges for Sheriff's or Local Registrar's fees.

Types legal documents including Letters Probate, Certificates, Divorce Judgments, Adoption papers.

Provides information to the public, lawyers, probation services, Provincial Courts and other Judicial Centres in the completion of documents and filing procedures and performs Personal Property Searches.

### Factor 1 Problem Solving (2)

Problems relate to responding to legal concerns or requirements of the public, Judges, Lawyers and other Judicial Centres.

#### **Level 2**

Typical problems include:

1. Judge requests document be typed and printed immediately, however, the computer's printer won't work.
2. Person from out of province contacts the Court

3. House in an attempt to locate her birth father.
3. Receives notice from financial institution that lawyer's cheque is being returned due to insufficient funds.
4. Receives a request to issue legal documents (e.g., Statements of Claim, Petitions for Divorce, garnishee summons) and the Local Registrar and Deputy Local Registrar are not available.

Solutions are achieved by:

1. Reviewing printer manual to obtain information on error messages, repairing (e.g., cleaning, replacing toner cartridge); if unable to repair, speaking with systems personnel to repair and obtaining backup printer to use in the interim.
2. Obtaining precise information from the person, determining and explaining which jurisdiction the application for adoption may have been made; explaining *The Freedom of Information and Protection of Privacy Act* process; providing an explanation of adoption procedures (e.g., whose consent is needed, who is advised of adoption procedure, what is adoption procedure, who else to contact for further assistance).
3. Contacting the lawyer to advise that the cheque is being returned and requesting a certified cheque (including NSF charges), cancelling original receipt and issuing another, and advising head office of adjustments to month end records and lending institution records.
4. Reviewing documents to ensure compliance with the Rules of Court or *The Queen's Bench Act*, if the documents comply, issuing documents and collecting fees; if the documents are not in compliance, providing an explanation of the legal requirements and deficiencies in documentation submitted (e.g., missing financial information, need certificates attached, missing or incorrect signatures on Affidavits).

### Factor 2 Decision Making (4C)

#### **A. Level 4**

Makes decisions within standards, policies or regulations, without review. Independent decisions include: determining allowable expenses for jurors, advising financial institution to make account adjustments, establishing format and setup for statistical reporting forms and trial listing court dates, and setting dates for sentencings, adjournments or hearings. Decisions which are outside of policies or regulations are reviewed before a decision is made.

**B. Level C**

Financial loss to clients exists due to overpayment of fees (e.g., court fees, fines, garnishee monies, restitution, maintenance payments). Requires determining the correct amount and issuing a refund to the client. These decisions occur, on average, once per week.

Financial loss to government exists where clients have underpaid fees. Requires determining the correct amount and collecting the additional fees from the clients. These decisions occur, on average, once per week.

**Factor 3 Human Relations Skill (3B)****A. Level 3**

Resolves complaints such as: applicant wanting the Court to accept submitted application although it does not comply with legal standards (e.g., forms not completed correctly, missing affidavits); debtor or lawyer complaining because proper documentation was not completed and registered by the Court; or person acting on own behalf does not want to pay Court charges. Requires listening and clarifying to obtain required information from complainant and explaining Rules of Court procedures and/or policies.

**B. Level B**

Writes memorandums for Sheriff's signature. For example: letter to client explaining the process of, and the requirement for, resealing letters probate; letter to SPMC outlining various problems with the court house building and suggesting solutions.

**Level A**

Writes covering letters to Land Titles Office for own signature enclosing documents to be registered. Provides information and responds to inquiries in person or over the telephone, to the public, lawyers and other Judicial Centres or Judges. Relays details on scheduled Court dates and hearings, file information and Court fees; explains appeal procedures; explains documents and fees required to file divorce, estate, adoption or lien applications; explains process for transferring files; and explains requirements to be met before setting trial dates.

**Factor 4 Responsibility for Work of Others (1)****Level 1**

When balancing month end records, verifies receipts and vouchers issued and journal ledger entries made by staff within the office. Corrects any errors made by staff.

**Factor 5 Knowledge (3B)****A. Level 3**

Requires knowledge of special legal language such as: *writs of execution, letters probate, letters of administration, petitions for divorce, judgments, statements of claim, garnishee summons* and an understanding of the legal context for their use when completing and registering legal documents, and providing explanations and responding to inquiries from clients and the public. Requires knowledge of shorthand or speedwriting to record legal proceedings and documentation for Judges, Local Registrar, Sheriff and Deputy Local Registrar. Requires knowledge of wordprocessing to type legal proceedings and other documentation.

**Level 2**

Requires knowledge of accounting and mathematical principles to issue receipts, compile and balance month end records, calculate interest or fees owing, maintain ledger accounts and compile report of civil actions for credit agencies. Requires knowledge of general office procedures.

**B. Level B**

Requires knowledge of oaths, Court procedures and legal documents to process and issue Court documents, to calculate fees and to explain processes and provide guidance (e.g., how to file documents, what documents are required, what is correct format, deadlines, costs) to lawyers, Judges, public and other centres (e.g., Judicial Centres, Provincial Courts). Requires knowledge of software applications and how to type Court documents, ensuring correct format and layout.

**Factor 6 Working Conditions**

**Overall Rating - 2A**

On average, spends 23 hours per week keyboarding.  
(3E)

On average, spends 5.5 hours per week writing when completing docket and journal entries (5 hours), and interacting with rude people while answering questions or providing information (.5 hour). (2B)

On average, spends 3.25 hours per week using the calculator (2 hours), taking shorthand (1 hour); and exposed to printer cartridges and dampness when retrieving files from storage (.25 hour). (1B)

**Factor 7 Demand**

**Overall Rating - 3A**

On average, spends 31.5 hours per week keyboarding (23 hours), performing docket and journal entry work (5 hours), taking shorthand (1 hour), using the calculator (2 hours); and responding to questions or inquiries from people who are rude or impolite. (2E)

On average, spends 4.25 hours per week photocopying; responding to requests for information and explaining court processes. (1A)

**Factor 8 Coordination**

**Overall Rating - 4A**

On average, 18 hours per week, both speed and accuracy of physical movement are required to type legal documents while lawyers, Judges, RCMP or accused persons are waiting for them to be completed (17 hours) and to take shorthand (1 hour). (3C)

On average, 8 hours per week, requires accuracy of physical movement, including keyboarding and using the calculator. (2B)

On average, 10 hours per week, neither speed nor accuracy of physical movement are a major consideration. (1B)

**EP; CD #117**  
**Appeals Secretary**  
**Public Prosecutions**  
**Saskatchewan Justice**  
**Occupational Code: PSCW**  
**Level 3**

**December 2009**

**Main Purpose**

Provides legal secretarial services to senior crown counsel within the Public Prosecutions Division head office.

**Primary Responsibilities**

Performs administrative duties, maintains court and financial records and database information in transferring charges and probation orders to or from other provinces.

Compiles and assembles background information and types appeal documents for provincial and federal courts of appeal.

Answers questions and responds to inquiries from the public by telephone, mail and in person regarding court proceedings and appeals.

Maintains registration and certification records for breathalyser technicians.

**Factor 1 - Problem Solving (2)**

Problems relate to providing data entry, information gathering and administrative services.

**Level 2**

Typical problems encountered in the job include:

1. Incomplete or incorrectly formatted appeal or legal documents are received from field offices and police agencies.
2. A member of the public requests information about cases being worked on by the Public Prosecutions staff that is confidential and/or cannot be released.
3. Incomplete or inaccurate information when transferring charges and probation orders from one jurisdiction to another.

Solutions are achieved by:

1. Contacting field staff or police agencies to obtain correct or missing information and documentation to complete files for individual cases for the court.
2. Determining and providing appropriate response based on the nature of the request: if case has been

concluded the results can be released to the public, if the information is personal or confidential, or the case has not been concluded and the results are not for the public record, the information cannot be released. The job must consider the legal requirements and policies and procedures of the court and department when responding to inquiries, and/or refer inquiry to others for response when necessary.

3. Confirming jurisdiction of file by referring to case file notes, policies and procedures or legislation in place. Contacting investigating officer, legal counsel or social worker to verify, obtain, prepare documentation or correct information, and/or establish jurisdiction; and sending the documents to the appropriate court.

**Factor 2 - Decision Making (4A)**

**A. Level 4**

Makes independent decisions within standards and policies where the majority of these decisions are not reviewed by the supervisor. Some of these decisions include: prioritizing and formatting of correspondence, determining format of reports and appeal documents; establishing frequency of filing system maintenance.

**B. Level A**

The threat to the safety and well being of others, the environment, or finances is not present.

**Factor 3 - Human Relations Skill (2B)**

**A. Level 2**

Calms and assures the client where disagreements arise, listens to others, understands the interests of the client and explains the department's position and the application and appropriateness of department policies. Examples include: individual is upset because a request for information about an unconcluded case cannot be released as it is confidential, client is upset with the outcome of a court case and wants explanation of processes, policies and procedures or an accused becomes angry and belligerent when a request to have charges transferred to Saskatchewan from another jurisdiction cannot be done. If the disagreement persists, assistance is sought or the situation is referred to legal counsel for resolution.

**B. Level B**

Verbal and listening skills are required to understand and communicate information, compose memos and respond to inquiries from legal staff, police agencies and the public regarding court proceedings, appeals, transfers of charges and division policies and procedures. Reading and writing skills are required to



understand and complete legal documents, notices of appeal, memos, letters, reports and process data.

On average, spends 20 hours a week, keyboarding. (3D)

On average, spends 1 hour per week, interacting with rude and impolite family members of appellants who are upset by the result of a court case. (2A)

#### **Factor 4 - Responsibility for Work of Others (1)**

##### **Level 1**

Has no assigned responsibility for the work of other employees.

On average, spends 4 hours per week, in contact with ink, toners and office equipment hazards ie: paper shredder (3 hours), repetitive strain injury from operation of bindery equipment (1 hour). (1B)

#### **Factor 5 - Job Knowledge (3B)**

##### **A. Level 3**

Requires knowledge of specific legal language such as: *transfers of charges, Supreme Court Factums, notices of appeal, probation orders and warrants for committal* and an understanding of the appropriate legal context for their use when completing court documents and case files, preparing written and verbal responses, and transcribing oral communication. Knowledge is normally obtained through completion of one year of paralegal secretary training.

Requires knowledge of the use and manipulation of word processing and database management software applications to key, format, retrieve and produce data and reports. Requires knowledge of the creation and use of templates, spreadsheets and legal formats within software programs.

##### **Level 1**

Requires knowledge of addition, subtraction, division and multiplication to perform financial transactions and process payments and charges when completing applications for, and registration of breathalyser Technicians and transfer of charges (bail money).

##### **B. Level B**

Requires knowledge of provincial court administrative procedures, departmental administrative and procedural manuals, rules of court procedure, and the part of the criminal justice system related to probation orders, appeals and transfer of charges for individuals in order to organize and format correspondence, reports and submissions to judges, lawyers and police personnel.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 1A**

On average, spends 1 hour a week, exposed to the threat of physical harm from angry or belligerent people. (4A)

#### **Factor 7 - Demand**

##### **Overall Rating - 2A**

On average, spends 1 hour per week interacting with angry or belligerent persons when discussing court proceedings or outcomes. (3A)

On average, spends 21 hours per week performing activities such as transcribing legal documents, data entry and word processing (20 hours), crouching or kneeling when working with files or documents (1 hour). (2C)

On average, spends 14 hours per week performing activities such as responding to inquiries, sitting, standing, answering the telephone and lifting weights up to 8 kg when moving files or documents. (1B)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

For 8 hours per week, both speed and accuracy of physical movement is demanded when data entering and word processing legal documents within strictly defined time limits. (3B)

For 18 hours per week accuracy of physical movement is a major consideration when word processing (16 hours), performing data entry (1 hour), using a calculator (1 hour). (2C)

For 10 hours per week neither speed nor accuracy of physical movement is required. (1B)

**EP; CD #118**  
**Office Manager**  
**Fisheries Branch**  
**Environment & Resource Management**  
**Occupational Code: PSCS**  
**Level 5**

**August 2015**

affect them.

### Main Purpose

Provides secretarial and administrative support to the Director and a branch of approximately 40 staff.

### Primary Responsibilities

Coordinates activities of the support staff in the Regina office (e.g., training, performance evaluation, assigning work in order to balance workload demands).

Compiles information and reports, and tracks expenditures for budget and fiscal forecast purposes.

Coordinates and oversees administrative activities for the branch (e.g., maintains employee attendance records, staff participation in training courses, mail processing, purchasing).

Responds to inquiries from the public regarding fisheries policies and regulations.

Provides secretarial support to the Director (e.g., typing and formatting reports, correspondence; answering phones; scheduling appointments; maintaining branch filing system).

### Factor 1 - Problem Solving (2)

Problems relate to providing administrative support to the branch and to responding to inquiries about fisheries policies and legislation.

#### **Level 2**

Problems include:

1. Numerous projects with simultaneous deadlines.
2. Expenditures not eligible for processing against the Fish & Wildlife Development Fund.
3. Disagreement on which branch should pay for certain expenditures.
4. Public is not familiar with fishing policies and legislation (e.g., a teacher who is taking a class of students on a fishing trip wants to know if they require a fishing licence).
5. Calls from senior citizens inquiring how the implementation of a licence fee for seniors will

Solutions involve:

1. Identifying deadlines, establishing priorities, talking to originators to establish a compromise in what needs to be done when, and assigning work to subordinates to achieve a balance in workload.
2. Checking legislation to determine what types of projects qualify for the Fish & Wildlife Development Fund and checking what can and can't be charged against the fund; calling the Prince Albert office to obtain further details on the expenditure; if it is a small amount, deciding whether to charge it to the Ordinary Fund or the Fish & Wildlife Development Fund; if it is a large amount, referring to the Director.
3. Identifying what the invoice is for and who requested that the work be done, talking to the other branch to discuss the category for the item and convincing them to pay, if it is under \$500 deciding to pay for it from the Fisheries Branch budget, if it is over \$500, referring to the Director.
4. Considering whether the students are over or under 16, is this a one time situation for the teacher, or does the teacher fish more often with friends and family, checking guidelines and legislation to determine whether the teacher requires a licence or not.
5. Considering whether or not the caller had a licence at the time of the implementation of the new fee; if the licence was lost, having them sign an affidavit and arranging for them to get a new licence without paying the fee; if they did not have a licence at the cut-off date, explaining the new regulations and process (e.g., they no longer have to reapply for a new licence every year).

### Factor 2 - Decision Making (4A)

#### **A. Level 4**

Makes decisions within policies and regulations, the majority of which are not reviewed: hold an invoice or return a product that is unsatisfactory or not what was ordered; authorize expenditures for less than \$500; prepare invoices to SaskPower under the Sturgeon Project Agreement; verify that expenditures charged to the Fish and Wildlife Development Fund are in compliance with legislation; implement changes to administrative processes for the branch (e.g., changes in the way the mail was delivered, create and implement new branch filing system); and determine what information to provide in response to inquiries from the public on fisheries programs and policies. Technical information inquiries are referred to program staff.

### **Level 3**

Makes decisions where there are grey areas in the application and interpretation of policies and regulations, such as approving a complimentary licence for a volunteer who is taking a group from a day camp for persons with disabilities on a fishing trip (normally the volunteer would not qualify for a complimentary licence). These decisions are reviewed by the supervisor after the fact.

### **B. Level A**

Liaises with the Administration Branch to determine what type of ergonomic furniture should be ordered in response to requests from branch staff.

## **Factor 3 - Human Relations Skill (2B)**

### **A. Level 2**

Responds to rude or impolite callers (e.g., caller upset that fishing quotas have been reduced) by listening and questioning in order to understand the situation, and calmly explaining policies and legislation where there is no requirement to resolve the conflict.

### **B. Level B**

Requires communication skills to provide written and verbal explanations to: staff regarding budget, administration and human resource guidelines and policies (e.g., banking EDO's, pressing necessity), information required for budgeting purposes, changes to administrative policies and procedures (e.g., communications policy for the annual budget, mail procedures, new filing system); and to the public regarding branch programs, services and legislation.

## **Factor 4 - Responsibility for Work of Others (4)**

### **Level 4**

Full responsibility for 1.9 FTE's.

### **Level 2**

Checks the work of staff in offices in Fort Qu'Appelle, Saskatoon and Prince Albert (e.g., personnel forms, fiscal forecast data, invoice amounts) and checks S4's prepared by all branch staff. Ensures corrections are made by the originator.

## **Factor 5 - Job Knowledge (3B)**

### **A. Level 3**

Requires knowledge of the operations and

administrative procedures of an office environment, including knowledge of: spreadsheet, database and word processing software in order to type and format documents, enter and retrieve information.

### **Level 2**

Requires knowledge of filing and records management systems to maintain and recommend changes to the branch filing system; spelling and grammar in order to compose correspondence and proofread documents; time management concepts in order to prioritize own work and organize multiple assignments in coordinating the administrative support for a branch of approximately 40 staff; telephone etiquette to respond to inquiries from the public.

### **Level 1**

Requires knowledge of addition, subtraction and multiplication to verify accuracy of invoices, and perform calculations when preparing budget and fiscal forecast documents and sorting out problems on invoices.

### **B. Level B**

Requires knowledge of the branch mandate, programs and services (Stock Assessment, Program Development, Fish Culture and Enhancement and Fish Habitat) in order to compile briefing notes and other documents for the Director, and to refer calls to staff.

Requires knowledge of fisheries programs information and the Saskatchewan Anglers' Guide (e.g., fishing limits, licence requirements, season dates, fishing gear, which fish species are found in which lakes) in order to respond to public inquiries.

Requires knowledge of government administrative policies and processes such as purchasing of office supplies and equipment, processing S4's and invoices, relocation policy, and timeframes and formatting for Cabinet Decision Items and Orders-in-Council.

Requires knowledge of Quattro Pro to prepare fiscal forecast and budget spreadsheets, Dbase to enter and retrieve information from the Expenditure Tracking System, and Microsoft Mail (the department's e-mail system).

Requires knowledge of sections of the SGEU collective agreement in order to respond to staff questions such as banking EDO's and the use of pressing necessity.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 25 hours per week keyboarding.  
(3E)

On average, spends 6.25 hours per week where interruptions from others cause deadline pressures when preparing documents required immediately by the Deputy Minister's or the Minister's office (6 hours); and interacting with rude/impolite callers (e.g., caller upset that they were denied a complimentary licence) (.25 hour). (2B)

On average, spends 2.5 hours per week performing repetitive movements while writing short notes, budget information, phone messages (2 hours); and changing ink film on the fax machine and toner on the photocopier (.5 hour). (1B)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, spends 25.5 hours per week keyboarding, interacting with rude/impolite people, and crouching to access lower filing cabinet drawers. (2D)

On average, spends 10.5 hours per week sitting, with intermittent standing and walking. (1B)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, speed and accuracy of physical movement are demanded 4 hours per week when data entering and typing budget and forecast information to meet month end deadlines. (3A)

On average, accuracy of physical movement is a major consideration 23 hours per week when keyboarding and writing. (2D)

On average, neither speed nor accuracy of physical movement is a major consideration 9 hours per week.  
(1B)

EP; CD #119

August 2015

Laboratory Clerk

Lab and Disease Control Services Branch

Department of Health

Occupational Code: PLCW

Level 4

### Main Purpose

Receives all test specimens and orders, and processes them throughout the different departmental and private laboratories. Receives and processes all out-going test results. Responsible for one of 10 different work stations (e.g. water testing desk, virology, chemistry, HIV) which the job rotates between, at 6 week intervals.

### Primary Responsibilities

Receives all incoming specimens and requisitions and determines which, of 10 different laboratories within the department, or private laboratories, hospitals or out-of-province laboratory facilities should receive the specimen for testing.

Assigns each specimen a number and ensures the information is correct and matching (e.g., client name, Reserve, test ordered, doctor's name). Enters data into the automated Laboratory Information System (LIMS). Transports the specimens and requisitions to the different laboratory areas.

Receives the public at the reception area.

Answers four telephone lines and refers or transfers callers to correct parties.

Sorts outgoing specimens for destinations throughout the province.

Tracks and prints test results through an automated system and ensures printed results are sent in the mail or via fax.

### Factor 1 Problem Solving (2)

Problems relate to receiving and processing specimens and test requests.

#### **Level 2**

Problems typically include:

1. Physicians phoning to request another doctor's results.
2. The specimen and requisition do not match.

3. The public complains about having to wait for a water sample to be tested.
4. Someone from one of the labs sends an incorrect result that should not go in the mail.
5. A requisition lists patient symptoms rather than the specific tests ordered.
6. A specimen is received and the provincial lab does not do the test ordered.

Solutions are achieved by:

1. Finding the original requisition and reviewing policy to see if the enquiring doctor (e.g., specialist) is entitled to the result.
2. Gathering information on the patient, using the LIMS system (e.g. name, address, hospitalization number), matching the requisitions submitted for each test against the one specimen sent, calling the sender for an extra specimen or requisition, or properly discarding the specimen.
3. Searching for the requisition in various locations, locating the test result, following policy which determines whether the result can be shared with the caller over the telephone or explaining policy if unable to share the result.
4. Gather information from the automated system to determine where the requisition is, pull the requisition before it goes out in the mail and return it to the lab technician to be amended.
5. Determine, based on the symptoms listed (e.g. fever, vomiting, diarrhoea) which laboratory area would receive the requisition to conduct tests associated with those symptoms.
6. Reviewing the reference manuals to select where to send the specimen, taking into consideration the cost of the test and the length of time required to complete the test and then making recommendations to the department heads regarding which laboratory the branch should select to conduct the specific test (e.g., CA125 test request was being sent to Toronto for completion but after investigation is now being sent to a Regina hospital).

#### **Level 1**

Problems at this level include:

1. All laboratories within the branch want their specimens first.
2. An incorrect or lack of address or doctor's name included on the requisition.

Solutions are achieved by:

1. Examining priorities and reassuring the labs that they will receive their specimens as soon as

possible.

2. Phoning the location of past testing to see if they sent the sample and, if not, discarding the sample.

### **Factor 2 Decision Making (4B)**

#### **A. Level 4**

Makes decisions within policies and procedures which are not subject to review by the supervisor. Decisions include: denying a request to pick up a water sample test result as water results, in policy, are mailed; determining, based on the specific test and outcome of that test, who has access to test information (e.g. a positive sexually transmitted disease result is only released to the physician but a negative result can be released to the physician's receptionist); establishing procedures for how work is completed at each station, when assigned to that station.

#### **B. Level B**

When purchase requests are not cost effective, makes corrective decisions on a weekly basis to determine whether to service or repair versus replace office safety equipment.

### **Factor 3 Human Relations Skill (2B)**

#### **A. Level 2**

Listens to and calms individuals who become distraught when denied their test results because they do not have authority to receive that information; or when advised that there is a cost to a water sample test and a 10 day waiting period before test results will be received. Listens to the rationale from doctors, nurses or laboratory technicians about the priority their test order has been assigned and explains why the lab cannot complete the test more quickly (first come, first serve). Advises laboratory technicians of requests for tests to be conducted immediately.

#### **Level 1**

Greets the public courteously at the reception area (physicians, nurses, couriers).

#### **B. Level B**

Provides tours of the laboratory to groups of physicians, nurses and health district employees.

#### **Level A**

Receives test orders and directions and relays information to others such as co-workers or laboratory technicians in the branch (e.g. receives information

about a frozen sample which is on its way, alerts others as the sample must be processed immediately upon receipt). Explains, to physicians, hospitals or clinic staff, the procedures to be completed before ordering a specific test (e.g. the type of sample required for the test and the time test will take). Refers inquiries from the public to the correct source within the branch, department or outside of the department (e.g. Health District). Explains the procedures for proper collection of a water sample to the public.

### **Factor 4 Responsibility for the Work of Others (1)**

#### **Level 1**

No responsibility for the work of other employees.

### **Factor 5 Job Knowledge (3B)**

#### **A. Level 3**

Requires knowledge of: medical terminology to understand directions from doctors and labs and to communicate testing results to lab technicians, nurses, doctors. Requires knowledge of keyboarding and word processing for data entry and formatting of documents.

#### **Level 2**

Requires knowledge of: spelling, grammar and letter structure to compose inquiry letters; and knowledge of filing and reception.

#### **Level 1**

Requires knowledge of mathematics to convert from the imperial to the metric system.

#### **B. Level B**

Requires knowledge of: the Laboratory Information System (LIMS) to access automated information pertaining to laboratory results, to update client addresses and add new patients to the computer system; the Winfeiche automated system to transfer information from LIMS, to track each testing result to determine its status and to print hard copy of laboratory results; the Laboratory and Disease Control Services Safety Procedures which outlines specimen handling, precautions and disposal; Reference Books for all laboratories who complete tests (e.g. the Mayo Clinic, Hospitals in Common in Toronto, the Royal University Hospital in Saskatoon) in order to determine which laboratory is able to complete a requested test, what type of specimen is needed (e.g. urine, blood), how to collect the specimen, the cost and length of time the test will take; and the Provincial Laboratory Compendium

Manual which contains lists of the laboratories from which the laboratory clerks can choose to send a required test.

Requires knowledge: of the Provincial Laboratory procedures and policies in order to determine how to process each specimen/requisition; branches and divisions within the Department of Health; and other municipal, district, provincial or federal government departments (e.g. city Health Departments, Sexually Transmitted Disease clinics across the province) to respond to inquiries from the public and refer them to other branches/agencies.

### **Factor 6 Working Conditions**

#### **Overall Rating - 1A**

On average, spends 1 hour per week exposed to bacteria and virus in blood, urine, stool, body parts, animals to be autopsied which can infect by being breathed in; hazardous, leaky or broken specimens for HIV, Hepatitis B, hantavirus and non-treatable communicable diseases and glacial acetic acid. (4A)

On average, spends 15.5 hours per week in contact with leaky or broken specimen samples contaminated with viruses such as Tuberculosis and Hepatitis A, and keyboarding (15 hours). (3D)

On average, spends .5 hours per week interacting with rude and impolite individuals inquiring about test results or delays. (2A)

On average, spends 4.5 hours per week in contact with leaky or broken specimen samples contaminated with viruses such as measles and chicken pox; working with deadline pressures caused by interruptions by others (e.g., responding to calls for test results or requests to conduct tests immediately – 2 hours) and in contact with ink toners and cleaning agents to disinfect counter tops and desks, odours from autoclave and media laboratory, and noise from printers. (1B)

### **Factor 7 Demand**

#### **Overall Rating - 2A**

On average, spends 28 hours per week interacting with rude and impolite individuals who are inquiring about test results or delays (.5 hours), entering data into the computer (15 hours), lifting boxes of files weighing 9

kgs., and standing when sorting and processing mail. (2D)

On average, spends 8 hours per week performing incidental lifting (e.g., mail) and walking, responding to inquiries about lab tests, filing, photocopying, and stocking shelves. (1B)

### **Factor 8 Coordination**

#### **Overall Rating - 4A**

On average, spends 4 hours per week where speed and accuracy of physical movement are major considerations when opening, sorting and recording frozen and perishable specimens. (3A)

On average, spends 27 hours per week where accuracy of physical movement is a major consideration when entering data in the computer (15 hours), sorting and processing mail, labelling specimens, photocopying, filing and stocking shelves (12.5 hours). (2D)

Neither speed nor accuracy of physical movement is a major consideration for 4.5 hours per week. (1A)

**EP; CD 122**  
**Medical Accounts Assessor**  
**Medical Services Plan**  
**Health**  
**Occupational Code: PMCW**  
**Level 5**

**December 2009**

Affairs, Sask. Cancer Foundation).

Solutions are achieved by:

1. Requesting more information from the physician(s), (e.g., times of service or operative reports of services rendered); reviewing and assessing the request for payment (e.g., ensuring two doctors are not paid for the same services, ensuring one doctor hasn't requested payment for service which is included in payment for another service); rejecting portions of the claim (e.g., cosmetic surgery is not payable unless it is to repair injuries caused by an accident); if unsure whether portions of the claim should qualify for payment, referring the claim to the Medical Consultant.
2. Reviewing the claim information: if the doctor is requesting payment for performing a major surgery, no overlapping payment is to be made for the related diagnostic procedure; ensuring different physicians aren't requesting payment for the same procedure; requesting clarifying information from the physician(s) involved; assessing the claim and authorizing payment according to the Assessment Manual policies.
3. Reviewing assigned units and maximum fees for services and determining the amount payable, and ascertaining whether multiple services and/or similar services are duplicates to ensure different doctors aren't paid for the same services or the same doctor isn't paid twice for the same service.
4. Referring to the applicable payment schedule and the Assessment Manual to determine if the service is insured by Medical Services; deciding which service codes are applicable (e.g., out of province and provisional codes are different); calculating the out of country exchange rate and amounts payable and authorizing payment.
5. Comparing the diagnostic code of the current claim in relation to the diagnosis insured by another paying agency; if the payment is the responsibility of another paying agency, referring the claim to the respective agency.

### **Main Purpose**

Determines and authorizes medical payments by the Medical Services Plan to doctors in province, out of province and out of country, according to assessment policies, rules and payment schedules.

### **Primary Responsibilities**

Receives claims rejected by the Medical Services computer system and applies assessment policies and procedures to authorize, reject or make adjustments (including over / under payments and calculation of percentages) for services from doctors in province, out of province and out of country.

Writes correspondence to doctors and agencies to clarify services provided or responsibility of paying agency.

Reviews payment history and current services to ensure doctors' payments are within policy limits; and refers questionable billing practices for investigation.

### **Factor 1 Problem Solving (2)**

Problems relate to paying medical service claims.

#### **Level 2**

Typical problems include:

1. More than one hospital provides information on initial assessment for a medical claim (e.g., patient involved in farm accident suffers extensive fractures and internal injuries has initial assessment done in a rural area, patient is subsequently transferred to a larger facility where multiple physicians are involved in pre-operative, surgery and post-operative care).
2. Requests for payment on surgery claims with more than one physician is involved (e.g., multiple eye or heart surgery, trauma).
3. Accounts appear to be duplicated.
4. Payment claims which originate out of province or out of country.
5. Request for payment of claim which could be the responsibility of another agency (e.g., Workers Compensation Board, Department of Veteran

### **Factor 2 Decision Making (4B)**

#### **A. Level 4**

Makes decisions which are within standards, policies or regulations. The majority are accepted without review including authorizing payment, making adjustments or deductions for previously paid service, verifying services, seeking additional information before approving payment, rejecting or referring claims to other paying agencies. Decisions which are outside of policies or regulations are reviewed before a decision is



made.

**B. Level B**

Financial loss to clients occurs when errors occur in medical claim assessment and calculation. Corrective decisions involve approval of payments to clients where reassessment of previous claims identifies an error in payment made by others. These decisions occur, on average, once every three months.

**Factor 3 Human Relations Skill (3B)**

**A. Level 3**

Interacts with physicians, other agencies, chiropractors, optometrists or dentists to resolve disagreements about original assessment. This is achieved by seeking additional or clarifying information, providing clients with explanations of assessment rules; and verifying whether services have already been paid. In situations where the claim for payment is denied, the job is required to defend its decision to the client.

**B. Level B**

Makes presentations about the Medical Services Plan assessment and processing system to other department employees and outside agencies (eg. Workers Compensation Board, Taiwanese government).

Verbal, written and listening skills are required to comprehend and communicate medical terminology (including anatomy and physiology) to clarify services provided and to verify and approve medical claims for payment. For example, physician billing the same or similar services on consecutive days or the same day requires returning the claim and requesting, in writing, an explanation or verification of services or clarification of the circumstances surrounding the claim.

**Factor 4 Responsibility for Work of Others (2)**

**Level 2**

Responsible for checking and verifying the work of data entry clerks relating to claims information and ensuring corrections are made. Errors on data entry claims that come to the assessor are returned to the data entry clerk for correcting, prior to processing the claim.

Verifies the accuracy of medical claim coding and payments processed by Medical Consultants. Returns claims with incorrect coding and payments to the Medical Consultants for correction.

**Factor 5 Job Knowledge (3C)**

**A. Level 3**

Requires knowledge of medical procedures, including an understanding of anatomy, physiology and terminology; to verify the procedure performed is consistent with the written reports and the client's history; to ensure claims submitted for payment comply with assessment rules and policies. This knowledge is normally obtained through working in a related field (e.g., pharmacy, hospital, doctor's office) or through work billing or authorizing payment for medical services.

**Level 2**

Requires knowledge of mathematics to calculate the percentage of services which are payable and/or to calculate exchange rates.

**B. Level C**

Requires knowledge of departmental Assessment Manuals (e.g., allowable claims for procedures; allowable claims within a designated time period); Saskatchewan Health's in province, out of province and U.S. payment schedules for Physician Services, Optometric, Chiropractic and Dentistry services; the Medical Services Coding Policy Manual and diagnostic codes referred to in the International Classification of Disease Manual in order to determine the amount and authorize medical payments. Requires knowledge of the Physicians Registry to determine locations, effective dates and specialty information. Requires knowledge of the Medical Service Plan's computer system and related software applications to approve medical claims and to access and verify information.

**Factor 6 Working Conditions**

**Overall Rating - 1A**

On average, spends 11 hours per week performing repetitive keyboarding movements to enter data and type letters. (3C)

On average, spends 16 reading information history printouts and computer screen information causing eyestrain from glare from reading information history printouts, and interacting with rude and impolite health practitioners. (2D)

On average, spends 10 hours per week exposed to photocopier toner, background noise below 85 decibels, and using the calculator. (1C)

**Factor 7 Demand**

**Overall Rating - 3A**

On average, spends 33 hours per week keyboarding, using the calculator and assessing and authorizing claims for payment, interacting with rude and impolite health practitioners. (2E)

On average, spends 3 hour per week photocopying, and gathering information. (1A)

**Factor 8 Coordination**

**Overall Rating - 4A**

On average, 1 hour per week requires speed and accuracy of physical movement when clients are waiting for calculations to be done. (3A)

On average, 26 hours per week requires accuracy of physical movement when keyboarding, writing, using the calculator, filing, and photocopying. (2D)

On average, 9 hours per week neither speed nor accuracy of physical movement is required. (1B)

EP; CD #124

December 2009

Assistant to the Manager,  
Family Income/Child Care Subsidy  
Income Security Programs  
Social Services  
Occupational Code: PDPA  
Level 6

### Main Purpose

Provides administrative services to support the Child Care Subsidy (CCS) and Family Income Plan (FIP) programs including case expertise to other staff, budgeting and personnel services.

### Primary Responsibilities

Oversees the administration of CCS and FIP programs, advises on program weaknesses and inconsistencies and initiates the development of and/or modification to policies and procedures by consulting with the program's policy analyst.

Shares responsibility for the work of others with the Manager and four caseworker supervisors.

Provides advice and guidance to staff regarding program policies and interpretations in unique situations where there are no established policies or set procedures.

Approves client eligibility where policy requires CCS manager/assistant manager approval, such as special needs, backdating and lump sum averaging.

Responds to public concerns regarding eligibility, complaints and/or disagreements. Prepares file summaries and briefing materials in response to ministerial referrals, MLA inquiries and ombudsman's investigations, making recommendation for FIP\CCS Manager's approval. Attends appeal hearings.

Compiles monthly administrative budget forecast. Checks, prepares and authorizes payment of vouchers covering the operating expenditures of the unit. Tracks payments to respond to payment inquiries, instructs Accounting Branch on cheques to be stopped or redirected, and makes arrangements for special handling of cheques (e.g., pick up/priority post/courier/bus; etc.).

Monitors the completion of quarterly overpayment accounts receivables and yearly requests for overpayment cancellations. Monitors centre facility advance payments under the CCS program and submits changes to the Manager (ensuring compliance with subsidy policy).

### Factor 1 - Problem Solving (3)

Problems relate to administering the CCS and FIP programs.

#### **Level 3**

Problems including:

1. Inconsistencies between programs such as FIP considers a student loan as income while under CCS subsidy it is not.
2. Requests for backdating eligibility.
3. Monthly budget forecast evaluations where there is a shortfall in expenditures.
4. FIP appeals (e.g., client received an inheritance but didn't think it should be used as income).

Solutions are achieved by:

1. Identifying, documenting and advising policy analyst of inconsistencies.
2. Reviewing policy, guidelines and other similar requests; identifying number of requests and frequency of requests; evaluating reason for late information and financial impact on client; identifying hardships that may be imposed on child(ren), parents(s) and child care facility; and approving or denying backdating.
3. Comparing monthly expenditure to budget appropriation taking into consideration any estimated expenditures and anticipated changes in programs; and redistributing funds between codes.
4. Compiling rationale for denying benefits; and presenting department's position to an independent appeal panel.

### Factor 2 - Decision Making (4C)

#### **A. Level 4**

Authority to make decisions within policy regarding eligibility in situations such as when children do not reside with custodial parent (e.g., child resides with grandmother, however mother still assumes all financial responsibility) and loss of job or marital breakdown. The majority of these decisions are not reviewed.

#### **B. Level C**

Financial loss to the government occurs when a client has received an overpayment and is unwilling to repay the overpayment at one time. Weekly makes decisions as to what is an agreeable/affordable recovery rate.

Financial loss to the government occurs when the Child Care centre facilities subsidy advance is too high and no longer reflects as per policy statement 80% of a 12 month average. Weekly makes corrective decisions to determine the appropriate advance amount, contact the facilities and negotiate an agreeable/affordable recovery rate and/or readjust the newly determined advance given specific circumstances.

#### **Level B**

Financial loss to clients exists where the client's personal circumstances have changed and the client no longer meets the eligibility criteria. Corrective decisions involve extending the Child Care Subsidy for one month to allow a notice period.

Financial loss to the government exists when a client has received an overpayment and is unwilling to repay the overpayment at one time. In these situations the job makes a decision as to what is an agreeable/affordable recovery rate; these decisions occur, on average, once per month.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Explains policies and procedures to angry applicants who will not accept a caseworker's rationale regarding a client's ineligibility for program benefits due to including certain deductions as income (e.g., inheritances, private service home income, insurance, vacation pay, travel allowances). Defends own decisions and decisions made by caseworkers before an appeal panel by providing brief presentations on issues and government's position at appeal hearings. This includes explanation of why client is appealing and information on regulation or policy regarding the issue. Presentation is made to an independent appeal board to provide them with all applicable information for making an appeal decision on a specific case.

Negotiates an agreeable/affordable recovery rate with clients who have received an overpayment but are reluctant or unwilling to repay the overpayment.

#### **B. Level B**

Updates/revises training material or office procedures handouts as regulations/policies/direction change; proofs and modifies 'About' series publication on the Family Income Plan and Child Care Subsidy as well as enclosures for Child Care Subsidies Information Kit provided to facilities. Composes correspondence regarding program issues to clients and writes

documents such as file summaries and briefing materials.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

Shares responsibility for the work of staff with the Manager and four caseworker supervisors. This includes: delegating and/or allocating work to meet deadlines; randomly auditing the assessments completed by case workers as part of performance monitoring; randomly auditing the work of supervisors within the unit as it relates to eligibility assessments and second initialling; approving leave and coordinating vacation leave which involves obtaining a report from supervisors on workload, identifying whether there is a payment or payroll run during the time of the month vacations are requested for, identifying alternate ways of coverage, requesting staff to reschedule and approving by seniority; resolving conflict between staff; coordinating backfills for longer-term leave requests by considering length of leave, hiring policy in accordance with PSC/SGEU Collective Agreement, staff available within the unit, consulting with Human Resources, and making a recommendation to the manager (e.g., pay TAHD; request temporary reclass); conducting interviews and selecting candidates; and conducting training sessions on assessment of income to impart instructions and procedures on how to calculate income to determine eligibility to caseworkers/supervisors within the unit to ensure correct method of calculating income is followed.

#### **Level 2**

Verifies the work of support staff within the unit relating to invoice slips for office expenditures and file destruction process. Checks the work of the HRB attendance clerk as it relates to the attendance statement report on all staff within the unit. Checks the work of Departmental Services as it relates to the content and accuracy of the 'About' series publication (FIP/CCS) and information kit inserts for Child Care facilities. In all cases, it has the authority to ensure corrections are made.

### **Factor 5 - Job Knowledge (3C)**

#### **A. Level 3**

Requires knowledge of administrative and office functions and protocols in order to provide support in a variety of aspects to the Family Income/Child Care Subsidy program. Knowledge is applied in budget forecasting, identifying inconsistencies in document

application and advising proper individuals (e.g., policy analyst) and formatting briefing notes, appeal briefs, and correspondence.

**Level 2**

Requires knowledge of accounting principles (accrual method of accounting) and mathematics (i.e. percentages averages, decimals) in order to compile the monthly administrative budget forecast, and analyze income and expense statements and income tax returns to determine eligibility for self-employed applicants.

Requires knowledge of oral and written communication to: provide instruction to staff or discuss regulations/policies with clients; compose written procedures for staff or written correspondence regarding program issues to clients; and to write documents such as file summaries and briefing materials.

**B. Level C**

Requires knowledge of the Child Care and Family Income Plan services, policies and procedures, appeal process and office practices to instruct caseworkers/supervisors regarding assessment issues, provide clients with interpretation and program intent regarding eligibility; and provide child care facilities with program policies, procedures and guidelines. To deliver these programs the job also requires knowledge of Income Security policies, government financial policies, and human resource policies.

Requires knowledge of standards for ministerial, MLA, Ombudsman's requirements to respond to inquiries.

Requires knowledge of office expenditures, staff salaries, deadlines, budget forecast software packages and procedures in order to prepare the budget forecast.

Requires knowledge of other program areas such as Social Assistance, Family Services, Supplemental Health programs in order to refer clients.

Requires knowledge of computer systems including Social Worker Information Network, electronic mail, automated client index, child care system, Family Income Plan system, enquiry to Social Assistance Plan and Revenue Expenditure System in order type, format and obtain data.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 21 hours per week keyboarding. (3D)

On average, spends 10 hours per week responding to deadline pressures caused by interruptions (5 hours, e.g., when preparing the budget forecasts and ministerial correspondence), and using a calculator to determine client's eligibility (5 hours). (2B)

On average, spends 5 hours per week attending meetings, returning phone calls and handwriting (2hours). (1A)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 31 hours per week analyzing budget requirements, assessing eligibility, responding to ministerial referrals, keyboarding data and handwriting. (2E)

On average, spends 5 hours per week attending meetings, standing for durations up to 15 minutes while providing advice and discussing work, walking to printers, fax machine, photocopier, other work areas, photocopying and responding to general inquiries. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 10 hours per week both speed and accuracy of physical movement is required when keyboarding and using the calculator to meet deadlines of ministerial referrals and budget submissions. (3B)

On average, 21 hours per week, accuracy of physical movement is required in keyboarding data, using the calculator and handwriting. (2C)

On average, 5 hours per week neither speed nor accuracy of physical movement is required. (1D)

**EP; CD #129**  
**Municipal Advisor**  
**Municipal Advisory Services**  
**Municipal Government**  
**Occupational Code: CMAW**  
**Level 9**

**December 2009**

### **Main Purpose**

To provide advisory, consultative and technical services to elected and appointed officials of urban and rural municipalities, the general public, departmental and interdepartmental staff on legislation, policy and procedures of local government operations.

### **Primary Responsibilities**

Advises clients on statutory and administrative requirements in local government administration.

Provides technical expertise in applying and developing legislation and policies and procedures regarding local government operations to departmental and interdepartmental staff, local government officials and the public.

Produces information manuals, guidelines and training materials and conducts training seminars and information sessions for municipal government officials.

Reviews financial and administrative processes and procedures to provide technical advice and expertise to local governments.

Reviews municipal bylaws and resolutions for adherence to established policy, legislation, and procedure.

Performs operational and financial audits and inspects work methods of municipal administrators.

Writes reports of findings and recommendations resulting from inspection and technical services provided to municipalities.

### **Factor 1 - Problem Solving (4)**

Problems relate to providing advisory and consultative services to local governments, departmental and interdepartmental staff, and the public; and inspecting and auditing of municipal policies, procedures and operations.

### **Level 4**

Typical problems include:

1. A rural municipality can no longer support current levels of service with the funding available and the administrator is seeking solutions.
2. A municipal council wishes to redraw divisional boundaries within the rural municipality which will precipitate administrative changes to meet legal requirements.

Solutions are achieved by:

1. Reviewing and analysing financial statements, changes that have occurred in the community (e.g., boundaries, infrastructure), amount of tax revenues, fiscal policies to determine the funding is not meeting the needs of the community (e.g., out-migration of taxpayers from R.M., erosion or expansion of infrastructure disproportionate to recruitment of population). Researching and analysing trends and similar situations around the province. Determining and presenting options to the municipal administrator such as, contracting services from another municipality, developing a plan for a shared services arrangement with adjoining municipalities, identifying fiscal options.
2. Researching administrative policies and procedures and analysing legislation regarding redrawing boundaries and electing new councillors, to obtain background information necessary to ensure process and legislation is followed (e.g., ensuring legislated requirements and processes to duly elect representatives for each divisional boundary are followed while considering the transitional overlap, redrawing of boundaries and changes to terms of office and length of service). Drafting new Minister's Order (M/O) pursuant to the *Rural Municipalities Act* to establish such specifics as effective dates, terms of office and election dates.

### **Level 3**

Problems include:

1. A counsellor of a rural municipality is performing unauthorized water diversion work along a municipal roadway, causing flooding for a landowner. The administrator wants to know how to stop the activity.
2. Village administrator decides that a certain section of legislation is unworkable in the local situation, and wants advice and solution options (e.g., the length of time required for nominations to be called in local elections is too short).

Solutions are achieved by:

1. Explaining options and processes to the administrator, advising the official of legal precedents and methods available for resolving the dispute (e.g., calling a special council meeting or ratepayers meeting or taking legal action against the councillor for costs and damages).
2. Researching the legislation and application across the province, ensuring legislation is properly interpreted and explaining its intent to the caller. If the caller is requesting an amendment to legislation, gaining an understanding of the problems encountered with the legislation, determining legitimacy of the complaint, ramifications of the proposed amendment to legislation and advising the caller of findings and options for resolution (e.g., lobbying provincial politicians to change legislation, or modifying local operations to comply with legislation).

## **Factor 2 - Decision Making (6A)**

### **A. Level 6**

Has authority to establish and implement standards that are to be applied by the municipality administrators (e.g., standards to create bylaws and board of revision hearings).

### **Level 4**

Makes decisions within established standards, policies and legislation which are not normally reviewed before the decision is taken or has been implemented (e.g., determining interpretations for a section of legislation to a town councillor regarding tax roll enforcement, determining the advice to give a municipality on the legal requirements involved with creating and enforcing noise bylaws, assessing the qualifications and work methods of municipal administrators by inspecting municipal records for the Board of Examiners and writing a report of findings).

### **B. Level A**

Conducts audits to ensure laws, policies and processes are being followed and notifies authorities in cases of wrongdoing, or financial irregularities (i.e., Revenue Canada, Provincial Auditor, RCMP).

## **Factor 3 - Human Relations Skill (4C)**

### **A. Level 4**

On occasion, acts as a mediator in disputes between member(s) of the public and the local council (e.g., the individual wants the municipality to repair an access road to a farm and the municipality is not willing to do so). These disputes are long-standing involving historical elements (i.e., from living in a small, close community) that escalate the dispute rendering the parties unable to resolve the situation. This requires meeting with the local council and the individual together to mediate and provide an avenue of communication for the parties to work out their conflict.

### **Level 3**

Convinces local and provincial government officials and the public that the interpretation or advice given is appropriate/correct when disagreements arise. Explains the intent and history of the legislation, reasons for consistent application by municipalities across the province, the ramifications of misinterpretation and/or lack of compliance.

Explains policies and legislation to angry members of the public who are complaining about municipal councils, legislation or government officials and to persuade them of the actions required to solve their problems (e.g., bring issue to the local council for resolution).

### **B. Level C**

Designs manuals, handbooks, and pamphlets, based on provincial legislation for the use of administrators, elected officials, and officials contracted by municipalities, such as auditors, lawyers, engineers, and paralegals. Such materials provide direction on practices for the conduct of municipal business and the subjects relate to tax enforcement, local improvements, tax policy, holding of elections, control of nuisances, and conducting Board of Revision hearings.

Conducts operational and financial audits in municipal offices requiring verbal, written and listening skills to communicate with accountants, lawyers and chief administrative officers regarding business, operational and financial practices. Also verifies the performance of clerks/officers to recommend certification to the Board of Examiners.

### **Level B**

Designs and presents workshops and seminars with respect to municipal administration to local and provincial government officials and the public so they can conduct municipal business in accordance with relevant legislative requirements (e.g., seminar on the

assessment appeal process for Boards of Revision, planners, lawyers, and elected officials).

#### **Factor 4 - Responsibility for Work of Others (2)**

##### **Level 2**

Occasionally shares responsibility for the work of support staff in the office relating to special projects or workshop registration. This includes assigning, distributing, organizing, co-ordinating, and prioritizing subordinates work and monitoring the achievement of goals or objectives and ensuring quality and quantity standards are met.

#### **Factor 5 - Job Knowledge (5E)**

##### **A. Level 5**

Requires knowledge of all aspects of municipal administration in order to advise appointed and elected officials of rural and urban municipalities on requirements, to develop solutions in unprecedented situations, and to audit/inspect for adherence to legislation and professional standards. Requires knowledge of: the legislative framework of municipal administration, such as the development of public policy and parliamentary procedures; the interpretation and maintenance of legislated references; drafting and administration of by-laws; preparation and administration of contracts; electoral system and procedures; community planning and development legislation; expropriation; and land registration.

Requires knowledge of administrative law, such as the practices and procedures of calling and conducting hearings and tribunals, drafting minutes, and writing hearing decisions.

Requires knowledge of management of municipal finances, such as property assessment; preparation and administration of various tax rolls; maintenance of ledgers and preparation of financial statements; fiscal forecasting and long range planning; grant programs; investments and debentures; property management; and collection of taxes, fees, and grants.

Requires knowledge of working with elected officials, serving as secretary to the council or boards; office management procedures and systems; management of municipal staff, including supervisory practices, benefit and compensation plans, and collective bargaining; and communication with the public with respect to council decisions, complaints, assessments, and provincial and

federal programs.

Knowledge is normally acquired through the completion of the successive levels of the provincial certification program to attain a "Superior A" certificate issued by the Board of Examiners [i.e., attainment of "C" certificate, requiring 2 years of studies and supervised work experience; attainment of "A" certificate, requiring the audit/approval of management practices by senior municipal officials and Board of Examiners; and qualifications for "Superior A", requiring an additional 2 years of academic studies (e.g., certificate in administration, courses toward a degree in commerce)]. Such academic knowledge is considered as equivalent to an advanced diploma.

##### **B. Level E**

Requires knowledge of: diversity of issues across the southern portion of the province relating to municipal governance, as reflected in the economic, geographic, social, and demographic differences, and economies of scale (i.e., hamlets, resorts, villages, towns, cities, and rural municipalities) in order to provide advice to administrators and elected officials on the implementation and implication of legislation and policies.

Requires knowledge of government protocols and procedures related to the development and implementation of municipal legislation in order to identify the need for/initiate and participate in changes (e.g., revision of *Local Government Elections Act*). Requires knowledge of the programs and services provided in municipal administration throughout the department for referral and collection of information, and throughout government in order to participate in the development/revision of related legislation, and advise municipal officials of implications in their administration (e.g., review of *Stray Animals Act* with officials of the Department of Agriculture; policy changes of the Saskatchewan Municipal Board.) Requires knowledge of the workings of the municipal representative bodies SUMA and SARM to respond to their queries on municipal administrative matters.

Requires knowledge of current trends in administrative law practices and the practices of other jurisdictions in order to develop the administrative structure for new or revised procedures (e.g., assessment appeals) and to review and advise on the appropriateness of bylaws and agreements (e.g., multi-municipality agreements for fire protection).

Requires knowledge of newly enacted legislation to advise administrators on the implications and



requirements, and of evolving legislation in order to prepare the necessary manuals and training materials. Requires knowledge of inspecting/auditing techniques, and the requirements of the Board of Examiners to review the work of rural and urban administrators and advise on the issuance of the appropriate certification. Requires knowledge of the Board of Reference to advise administrators on its workings.

**Overall Rating - 3A**

On average, 24 hours per week requires accuracy of physical movement when keyboarding and driving. (2D)

On average, 13.3 hours per week requires neither speed nor accuracy of physical movement. (1C)

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends 1 hour per week, exposed to threat of physical harm from behaviourly difficult people such as administrators or ratepayers who disagree with legal opinions or policy explanations. (4A)

On average, spends 20 hours per week keyboarding. (3D)

On average, spends 5 hours per week interacting with rude and impolite people when conducting inspections or audits of municipal operations (3 hours) and driving in adverse weather while travelling to meetings (2 hours). (2B)

On average, spends 2 hours per week travelling in good conditions (2 hours). (1A)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 1 hour per week interacting with hostile individuals (e.g., administrators or ratepayers). (3A)

On average, spends 27.3 hours per week delivering seminars and presentations to municipal officials, word processing, researching legislation, operating a vehicle in adverse weather, interacting with rude and impolite people and crouching to retrieve files. (2D)

On average, spends 9 hours per week operating a vehicle in good weather, photocopying, talking on the phone, and lifting weights up to 8 kg. (1B)

**Factor 8 - Coordination**

**EP; CD #130** **December 2009**  
**Information Clerk –Labour Service**  
**Operations Division**  
**Environment & Resource Management**  
**Occupation Code: CICW**  
**Level 5**

### Main Purpose

Develops, schedules and presents educational and interpretative programs on the natural, cultural and recreational values of the Cypress Hills Provincial Park and area. Promotes and educates on the park's heritage resources, facilities, local services and events through various mediums.

### Primary Responsibilities

Researches, develops and delivers educational programs (e.g., geological, forest and aquatic environment) and recreational or entertainment activities.

Promotes Cypress Hills Provincial Park by communicating program and event information to park visitors and potential visitors, using a variety of media outlets.

Responds to questions or issues raised by the public, business, media, park visitors and other potential clients (e.g., resource extraction, logging, grazing cattle).

Directly responsible for the work of two seasonal program staff. Shares responsibility for the work of volunteers, third parties and seasonal aquatic staff.

Researches, inventories and collects data on flora and fauna and provides support to ecosystem resource management (e.g., conservation officers, wildlife biologists).

Represents the department at intergovernmental committees.

### Factor 1 - Problem Solving (2)

Problems relate to providing suitable program activities and responding to park situations.

#### **Level 2**

Problems typically include:

1. Promotion of programs is not attracting park visitors.
2. Programs are not operating at capacity.

3. Request for presentation not currently offered in general programs (e.g., insect infestation in Lodge Pole Pine Forest).
4. Limited resources to assist with the development and delivery of environmental education programs (e.g., Maple Creek school's week long visit at the park).

Solutions are achieved by:

1. Reviewing unsuccessful promotional strategy, identifying shortcomings and making improvements, which will attract target audiences (e.g., displaying posters, placing newspaper advertisements, using other mediums including radio, television, brochures). Encourage local community to host activities and programs in the park. Partnering with local community to promote and encourage interest in the park. For example, works with Maple Creek tourism partners to develop marketing products, which advertise local tourism opportunities in the area.
2. Assessing visitors needs (through comment cards, surveys, informal discussions), reviewing past summary reports (e.g., weather conditions, types of programs being offered, number of participants) and changing schedules (e.g., for the program, staff and volunteers); developing partnerships with other organizations who will benefit from more visitors in the park (e.g., local merchants co-sponsoring a fireworks display).
3. Understanding who the audience is and their level of knowledge; researching material about the particular topic [e.g., reviewing literature, using relevant components of literature, developing the presentation (e.g., writing content, creating slides and/or activities), reviewing the completed information with others who are familiar with the topic and can confirm the accuracy of the content (e.g., University of Regina's geology professor, department experts)], delivering the presentation.
4. Using other resources (e.g., department employees or teachers) to assist with program delivery. For example, Regional Park Specialist presented "Focus on Forests" program to park visitors. Meeting with the teachers and seeking their assistance in developing environmental education program and delivering the education activities (e.g., with input from the teachers: deciding what activities would be suitable for the different age groups, determining who will conduct different activities and scheduling times). Finding alternative funding resources (e.g., Fort Walsh's "student youth core" performed trail maintenance and conducted promotional tours).

**Factor 2 - Decision Making (4B)****A. Level 4**

Makes decisions within standards, policies, or regulations. The majority of these decisions are accepted without review. Some decisions include: deciding what action will be taken to resolve visitor problems; deciding when and where to host special events.

**B. Level B**

Makes decisions to alleviate the threat of well-being of others on a monthly basis (e.g., if it has rained, makes decisions while on the guided tour not to conduct portions of the tour where the path along the water is slippery; if there are strong winds while on the guided tour, makes the decision to discontinue the tour within the forest where there is potential for a diseased or old tree to fall down and injure a participant).

**Level A**

Prevents financial loss by authorizing budget expenditures and approving expense claims before forwarding to the Accounting Branch for payment.

**Factor 3 - Human Relations Skill (3B)****A. Level 3**

Enters into agreements for services with others and monitors agreements to ensure they are adhered to. For example, entered into an agreement with Fort Walsh Historic Park to use their student resources for one week to work on trail maintenance, attend trade shows and parades.

**Level 2**

Conflicts between clients and volunteers regarding registration procedures or special event guidelines requires listening and clarifying to obtain information, and providing an explanation about the park's policies.

Represents the department at intergovernmental committee meetings. For example, participates on a committee, which in partnership with others (including the Federal Government, the State of Montana, the Province of Alberta and the Town of Maple Creek) is establishing a tourism route. This does not include negotiating terms and conditions of joint projects.

**B. Level B**

Designs and delivers presentations to park visitors, convention professionals and school groups on the natural, cultural and historical facts and theories of

Cypress Hills and area (e.g., how the Cypress Hills were formed, glacial activity, river sediment deposits forming layers of hills). Gives slide presentations and lectures about the Fort Walsh National Historic Site and Eastend Fossil Research station.

**Factor 4 - Responsibility for Work of Others (3)****Level 3**

Full responsibility for the work of .66 of a labour service FTE. Shares responsibility for the work of park volunteers and seasonal workers including scheduling, recommending or approving leave and overtime; assigning, distributing, organizing, coordinating and prioritizing subordinate's work; monitoring the achievement of goals or objectives and ensuring quality and quantity standards are met; and resolving conflicts between staff.

**Factor 5 - Knowledge (3B)****A. Level 3**

Requires knowledge of natural sciences, cultural history, heritage resources, tourism and recreation trends to: research, develop and communicate programs about the Cypress Hills Provincial Park (e.g., Geology of Cypress Hills, Cypress Hills Nature Walk, Whispering Pines Nature Trail) which educate and inform park visitors. Requires knowledge of how to research, develop and market information about the park and its programs in such a way that attracts park visitors, solicit funding support and educate the public. For example, attends trade shows, promotes increased visitations to the park, partners with Regional Tourism Association. Requires knowledge about the Park's forest, hydrology, vegetation, flowers, birds, insects and fish. This knowledge is required in order to respond to visitor's questions while conducting guided tours and to develop interpretative tours and the related information (e.g., interpretative signage, brochures) for use in the park.

Requires knowledge of how people learn in order that park programs which are developed and / or delivered will be understood by the audience (e.g., elementary school students, adults).

Requires knowledge of how to write and present information about the park. For example, develop the Whispering Pines Nature Trail by locating, researching and writing key points about the trail. The narrative is submitted to head office for the approval of the department's natural environment program specialists.

**Level 1**

Requires knowledge of CPR, swimming, pool operation and canoeing in order to provide instruction to staff and clients.

**B. Level B**

Requires knowledge of the department's parks programs in order to respond to visitor's questions while conducting guided tours and to develop interpretative tours and the related information (e.g., interpretative signage, brochures). Requires knowledge of how to present information that relates to what the students are learning in school and is suitable for their level of learning (e.g., according to age, their level of knowledge).

Requires knowledge of departmental manuals including: Parks Visitor Programs Manual (e.g., to enforce guidelines, to respond to questions from employees and volunteers); Parks Operational Manual (e.g., fees, facility and program operations guide); Cypress Hills Education Manual (e.g., to deliver school and other group educational programs on geology, forestry and aquatics); and the Cypress Hills Interprovincial Park Communication Plan (e.g., procedures, policies).

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends 13 hours per week keyboarding (12 hours per week) and travelling to meetings in heavy rain or snow conditions (1 hour per week). (3C)

On average, spends 14 hours per week hiking in rainy conditions with slippery trails, hiking in insect swarms or windy and dusty conditions; interacting with rude or impolite people who are unhappy with their camping experience. (2C)

On average, spends 5 hours per week exposed to poisonous plants (e.g., poison ivy, stinging nettle) while collecting plants or leading groups (2 hours per week); travelling to meetings in good conditions (3 hours per week). (1B)

**Factor 7 – Demand**

**Overall Rating - 3A**

On average, spends 2 hours per week lifting the canoe (over 18 kgs.) and walking through dense underbrush while researching and compiling inventory of plants, wildlife and insects. (3A)

On average, spends 25 hours per week researching and reviewing materials in preparation for meetings, travelling in adverse weather, giving presentations to park visitors (e.g., Lodge Pole Pine Ecology guided tour); responding to concerns raised by rude or impolite campers, tourists or visitors; crouching to study flora and fauna, hiking in forest, and carrying backpacks and equipment (from 8 kgs. up to and including 20 kgs.). (2D)

On average, spends 10.3 hours per week responding to requests for information from park visitors. (1B)

**Factor 8 - Coordination**

**Overall Rating - 2A**

On average, spends 17 hours per week where accuracy of physical movement is required including keyboarding; where speed of physical movement is a major consideration including setting up displays and arranging chairs for presentations in short timeframes. (2C)

On average, spends 20 1/3 hours per week where neither speed nor accuracy of physical movement is required. (1C)

EP; CD #134

November 2009

**Information Officer**  
**Policy and Program Development Branch**  
**Agriculture and Food**  
**Occupational Code: CPRW**  
**Level 7**

### Main Purpose

Researches, develops and writes communication material to respond to requests for information relating to agriculture program and service issues.

### Primary Responsibilities

Researches issues and/or writes correspondence, briefing notes and documents in response to requests from the Minister's Office, the Deputy Minister's Office and the Policy and Program Development Branch.

Edits correspondence, briefing notes and documents prepared by other members of the Policy and Program Development Branch.

Advises staff in other branches about the format and content of correspondence, briefing notes and documents.

### Factor 1 - Problem Solving (4)

Problems relate to researching issues and writing correspondence, briefing notes and documents, explaining departmental programs and policies which increases awareness, influences public perception and communicates technical information in such a manner that it is understood by the recipient.

#### **Level 4**

Typical problems include:

1. A stakeholder requests confirmation of the status of Canada/Mexico trade agreement to allow the importation of Canadian seed potatoes.
2. Stakeholder request information as to what action is being taken against illegal U.S. trade barriers.

Solutions are achieved by:

1. Conducting research into the status of the trade agreement, reviewing all other electronic and print literature, analyzing the public environment and major external impacts and/or related issues to determine the level of explanation needed. Setting communication goals and objectives that describe

the expected influence, developing a key message that is consistent with the department's position.

2. Researching the issue to determine the department current actions against illegal U.S. trade barriers; scanning external environments for trends, issues and stakeholders concerns and determining the impact such information would have if released; discussing the appropriate message that needs to be conveyed with department representatives; developing a key message for the target audience.

### Factor 2 - Decision Making (4A)

#### **A. Level 4**

Make decisions within standards, policies or regulations. The majority of these decisions are accepted without review and include where and how to conduct research, what information to provide, and how to present information. The final product is then forwarded and reviewed by the Minister, the Deputy Minister or departmental managers for whom it has been prepared.

#### **B. Level A**

On a weekly basis, makes decisions on the content of communication material to provide understanding and acceptance of the department's position, programs or policies.

### Factor 3 - Human Relations Skill (3C)

#### **A. Level 3**

Discusses, clarifies and interacts with governmental managers (both within and outside the department) to understand the nuances and complexities of contentious issues that have been raised by the public and other levels of government. Examples of contentious issues include: letters from farmer(s) alleging misdeed, improper implementation or resenting departmental policy which adversely affects the farmer; letters from lawyer(s) threatening legal action on behalf of client; federal/ provincial disagreement over a government program. Resolves these issues through written correspondence with the intent to persuade the reader to understand and accept the message presented.

#### **B. Level C**

Verbal, written and listening skills are required to comprehend technical and detailed information obtained while researching a requested response, and to communicate that information in a manner which is understood and accepted by the recipient. Write

explanations to the public and other levels of government relating to departmental legislation, programs or policies, in order to achieve an understanding and acceptance of the department's position, programs or policies. For example, with the elimination of the crow rate a response was required, which addressed the federal governments proposed compensation to Saskatchewan farmers. This response included sections relating to historical data, distribution methodology, production and trade neutrality, administrative feasibility of the proposed scenarios, equity between the federal and provincial governments, maximum freight rates, west coast port capacity constraints and adaptation funding vs. compensation.

#### **Level B**

Writes responses which are primarily factual including: explaining the specifics of the Crown land lease policy and the rationale for changes to the billing date, explaining the cancellation of a departmental program, and, explaining why deferred premiums and overpayments are being deducted before funds are remitted to farmers. Provides guidance to departmental staff, on their presentation and format of materials.

#### **Factor 4 - Responsibility for Work of Others (1)**

##### **Level 1**

No responsibility for the work of others.

#### **Factor 5 - Knowledge (5D)**

##### **A. Level 5**

Requires knowledge of communication, research and writing techniques to gather, organize, write and edit correspondence, briefing notes and documents in response to requests for information. Knowledge is applied to convey key messages to the audience and achieve understanding and acceptance of the message. Requires knowledge of publication and printing design practices to ensure information is disseminated in a professional, easy to understand fashion.

This knowledge is usually obtained through a university degree in Journalism or Arts (English).

##### **B. Level D**

Requires knowledge of all departmental programs including the Canada - Saskatchewan Crop Insurance Program, the Saskatchewan 4-H Program, the Waterfowl Crop Damage Compensation Program, the Breeder Associations Loan Guarantee Program, the Farm Land Leaseback Program and the Crown Land Lease Program. Knowledge is applied to conduct research and analysis on related issues to respond in writing, to inquiries and complaints from the public, other levels of government and outside organizations. This is achieved by meeting with the departmental manager to discuss the background and the context of the program and its relationship to the subject at hand and by researching and reviewing related program material, in order to gain an understanding and compose the departmental communication as requested.

Requires knowledge of a variety of communication vehicles in order to determine the best approach to convey the message (e.g., bulletins, briefing notes, newsletters).

Requires knowledge of Minister's Office and Deputy Minister's Office presentation and format standards for written materials in order that written work conforms to standards.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 2A**

On average, spends 32 hours per week keyboarding (20 hours per week) and working under time deadlines caused by interruptions from others when preparing responses required within short time frames (12 hours per week). (3F)

#### **Factor 7 -Demand**

##### **Overall Rating - 3A**

On average, spends 34 hours per keyboarding (20 hours per week) and interviewing departmental managers to gather the required program information to write the response requested (14 hours per week). (2E)

On average, spends 2 hours per week providing feedback to others in the department asking for a review of their written work. (1A)

#### **Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 4 hours per week requires speed and accuracy of physical movement when keyboarding to draft responses within tight deadlines. (3A)

On average, 16 hours per week requires accuracy of physical movement when keyboarding. (2C)

On average, 16 hours per week requires neither speed nor accuracy of physical movement. (1C)

**EP; CD #136**  
**Communications Officer**  
**Communication Branch**  
**Shared Services-Education and Post Secondary Education**  
**Occupational Code: CPRW**  
**Level 9**

**September 2007**

### **Main Purpose**

Develops, plans, implements and evaluates communication strategies for assigned portfolio area.

### **Primary Responsibilities**

Plans, implements and evaluates communication strategies for key issues, programs and initiatives in the Department of Education (e.g., Annual Strategic Planning/Department Budget announcement, Early Childhood Development Program, Integrated School-Linked Services Program).

Researches and writes news and feature articles, newsletters, brochures, print advertisements, publications, speeches and news releases as required to support communication strategies or Ministerial speaking engagements.

Oversees all stages of communications projects including working with advertising agencies, editing publications, print co-ordinator and printers, arranging for appropriate ad placement and co-ordinating media and stakeholder distribution. Anticipates media and stakeholder reaction and works with program support to prepare the Minister for addressing these questions and concerns.

Manages and attends special events, prepares speeches, new releases and invites guests and arranges for media coverage.

Manages communication budget for K-12 Education (including anticipating budget expenditures for upcoming year, assessing budget needs of clients in portfolio, tracking costs through out the year to stay within the budget).

### **Factor 1 - Problem Solving (5)**

Problems relate to developing strategic communication plans and linking them to the overall department's goals and priorities.

### **Level 5**

Typical problems include:

1. Lack of public knowledge and understanding of educational programs including new or modified program initiatives/mandates (e.g., School Division Restructuring).
2. Business communities/public does not believe Saskatchewan students are well prepared for life beyond the classroom.

Solutions are achieved by:

1. Conducting research and analysis of programs, stakeholders and related contemporary and historical trends, media patterns and perspectives; developing a strategic communication plan while anticipating and predicting target audience reactions; ensuring the strategy links into overall department and government strategies (e.g., Action Plan for Children); developing an activity plan, budget and evaluation process; implementing the strategy by conveying a message that will be accepted or influence the public and stakeholders of the government's perspective (e.g., create the context in which a public debate will occur); using a variety of communication tools (e.g., speeches, news releases, advertising); monitoring public/stakeholder response and modifying strategy or approach.
2. Conducting research and analysis to determine the perceptions of the public (i.e., whether the public was misinformed or there is a need to adopt change); considering historical trends and media patterns; determining where the focus of attention should lie (e.g., curriculum); conducting focus group testing or polling; developing and implementing a proactive communication strategy with the goal to convince the public that the government has an education system that prepares students for work and anticipating the needs and reactions of the audience.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Make decisions within standards, policies or regulations. The majority of these decisions are accepted without review and include: deciding content for written work (e.g., news articles and feature stories); deciding how to obtain and conduct the required research; deciding which inquiries to refer and to whom.

#### **B. Level C**



Loss of public confidence and raised public concern exists when controversial issues around educational restructuring strategies are being developed and implemented. Makes corrective decisions by reframing the messaging to alleviate the public concern and restore confidence. Decisions also include: determining the most effective approach and message to convey, determining the type of research required (e.g., polling, focus group testing, etc.)

### **Factor 3 - Human Relations Skill (3D)**

#### **A. Level 3**

Influences and convinces the public, media and stakeholders to accept programs, actions or decisions of the department that have been called into question through the use of communication tools and strategies.

Receives calls from external clients who are complaining because material requested is not available for release to the public. Requires understanding what the complaint is, offering alternate information, offering to send the material once its available for release to the public; and explaining the department's policy on releasing requested information.

Resolves disputes with suppliers who do not provide goods and services on time. For example, the advertising agency or printer is not returning completed documents within the 24-hour turnaround time requested. Requires identifying the reason for the delay, assessing and explaining the ramifications of the delay and reaching a compromise.

#### **B. Level D**

Communicates verbally and in writing to public and stakeholders to achieve an understanding of the their perceptions, values, and attitudes on controversial issues that are challenged (e.g., restructuring of the public education system) and to create understanding on the public's part. This includes, for example, conducting polling research, focus group testing. Develops communication strategies and using a variety of communication tools writes material to influence Cabinet and the public to accept the concept of the new restructured public education system and that it will be effective in preparing students for work.

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Assigns (directs who will be surveyed, when, how survey will be administered) work to department support staff and others who collect information for program evaluation.

### **Factor 5 - Knowledge (5E)**

#### **A. Level 5**

Requires knowledge of planning, researching, writing and editing communication strategies (e.g., on education program initiatives) and material (e.g., speeches, news releases, Cabinet Decision Items). Requires knowledge of print and electronic advertising and how to produce publications (e.g., feature stories, Annual Report). Requires knowledge project management techniques in order to co-ordinate, design, implement and evaluate communication projects.

Requires knowledge of statistics to generate and publish statistical information in the department's monthly newsletter. Requires knowledge of the printing, publication and advertising practices to ensure the information is disseminated in a professional and easy to understand fashion and to discuss options with the printers and advertising agencies.

This knowledge is normally obtained through a university degree such as Journalism, Commerce or Arts.

#### **B. Level E**

Requires knowledge of many varied department's programs and policies in the assigned portfolio including the Early Childhood Development Program, Action Plan for Children Program, Integrated School-Linked Services Program, Stay-in-School Program, Indian and Metis Education Program, Northern Education Program.

Depth of knowledge is required due to the wide range of programs within this particular department (i.e., programs are varied, new and modified programs are regularly being developed and implemented). Requires knowledge of departmental and government programs and how they inter-relate. Knowledge is applied in order to develop, implement and integrate program communication strategies into overall departmental and governmental communication goals and strategies. This also requires knowledge of the clients' and stakeholders' needs, concerns, perceptions and values relating to the program areas and initiatives in order to create

messaging that will influence the public while also communicating department and government position (s).

Requires knowledge of a variety of communication tools (e.g., Cabinet Decision Items, speeches, annual reports, publications, news releases and articles for use in the media) and the related standards directed by Executive Council.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 27 hours per week keyboarding. (3E)

On average, spends 2 hours per week writing interview/research notes. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, spends 36 hours per week keyboarding, meeting with managers to discuss and gather information, and conducting research and writing communication information. (2E)

### **Factor 8 - Co-ordination**

#### **Overall Rating - 3A**

On average, spends 10 hours per week where both speed and accuracy of physical movement are required when keyboarding under deadline pressures when communication material is required within a short period of time. (3B)

On average, spends 19 hours per week where accuracy of physical movement is required when keyboarding and writing (research/interview notes). (2C)

On average, 7 hours per week neither speed nor accuracy of physical movement is required. (1A)

EP; CD # 138

December 2009

Settlement and Integration Officer

Immigration Branch

Intergovernmental & Aboriginal Affairs

Occupational Code: CROW

Level 12

### Main Purpose

Leads the interdepartmental and stakeholder process in researching, developing, implementing and maintaining the immigrant and refugee settlement and integration strategies, policies and programs. Settlement and integration are major components of the provincial immigration program.

### Primary Responsibilities

Consults and collaborates with stakeholders and establishes linkages between immigrant-serving organizations, economic agencies and employers to identify immigrant and refugee needs (e.g., language training) and service gaps (i.e., in government/non-government programs and services) and develop and integrate immigration service and retention programs, policies and strategies (e.g., whether federal settlement and integration service should be realigned to the province).

Evaluates current services and programs for immigrants and refugees; identifies issues and barriers for immigrants and refugees successfully integrating into society (e.g., education, employment); assesses related socio-economic impacts on the province; and develops provincial policies and inter-departmental program delivery strategies (including program principles and funding accountability) designed to increase immigrant and refugee employability in meeting changing provincial labour market needs.

Provides advice/consultation to senior management on services to immigrants and refugees.

Establishes and chairs ongoing committees between Intergovernmental & Aboriginal Affairs, non-government organizations serving immigrants and refugees (i.e., settlement agencies and public education institutions providing English as a Second Language [ESL] training), other departments and federal agencies.

Negotiates with federal and provincial governments for funding allocation, develops policy and position papers on federal-provincial issues affecting services to immigrants and refugees and represents the province on the Federal-Provincial Working Group on the Enduring Role in Settlement and Integration.

### Factor 1 - Problem Solving (6)

Problems relate to Saskatchewan having limited success in settling and integrating immigrants and refugees, and having little authority in what has traditionally been an area of federal responsibility.

#### **Level 6**

Typical problems include:

1. Lack of definition of province's role in immigration (e.g., lack of planning, accountability mechanisms) due to federal government off-loading responsibilities to the provinces.
2. The lowest immigrant retention rate of any province.

Solutions are achieved by:

1. Evaluating current programs, policies, services and issues; assessing the relationship between federal and provincial immigration programs; researching, analyzing and identifying service mandate gaps between departments and/or agencies and issues in the co-ordination of services considering provincial labour market needs; consulting and collaborating with federal and provincial program managers; and developing and defining the province's role and strategies to address organization of provincial services and integration with federal services (including the possible transfer of federal services to the province).
2. Consulting and collaborating with immigration service organizations and stakeholders to gather data on unmet service, language and settlement needs of immigrants and refugees (e.g., language training, job training, social and cultural integration needs); researching and evaluating the barriers to integration and labour market entry faced by immigrants and refugees; developing alternative program/service delivery models, considering models practised in other provinces and internationally, that support the province's labour market, economic and demographic objectives, and create more client and family-centered services across provincial and federal programs; co-ordinating inter-departmental and stakeholder involvement in developing recommendations (i.e., immigration and settlement strategy) that link immigrants and refugees into provincial, economic, agricultural development, labour market and demographic planning, and establishing new models for integrating provincial, federal and non-government services.

## **Factor 2 - Decision Making (6C)**

### **A. Level 6**

Has authority to develop and implement new written policies and standards (e.g., levels of training, level of ESL) for the immigration and settlement program(s) and services.

Decisions are not reviewed except for the process to effect legislated changes and are intended for use by all staff involved in the delivery of immigration programs including staff of other participating departments.

### **B. Level C**

Threat to the well being of immigrants occurs when they are unable to integrate into society within the province or take advantage of provincial programs such as income assistance or employment programs. At least once per month makes corrective decisions involving the development of new provincial policy that will improve services provided to immigrants (e.g., improving immigrant access to training and education programs) and keep them in the province.

## **Factor 3 - Human Relations Skill (5C)**

### **A. Level 5**

There are conflicting and competing interests and philosophies between departments, third-party service providers and minority advocacy groups regarding the strategy to integrate immigrants and refugees into mainstream society (e.g., a department's mandate to train and increase the labour participation of Saskatchewan residents, which includes aboriginal groups, conflicts with efforts to integrate immigrants into the labour market). Mandates are threatened as demands for funding and allocation of resources increase to meet program demands, particularly as federal funding for non-government agencies is declining.

Leads stakeholders (e.g., Post-Secondary education and Skills Training, Social Services, regional colleges, SIAST, minority advocacy groups) to view immigrant and refugee programs as critical to the province's socio-economic success and achieves consensus on levels of support for the clients (e.g., levels of education/training, income support, social programming). Achieves consensus and a plan for resolution by scheduling discussions to identify issues and conflicts between

stakeholders (e.g., a stakeholders mandate clearly regards a minority group as its sole priority), jointly considering the deployment of funds and other options and developing agreed upon recommendations and/or strategies until a long term solution is achieved. This includes challenging traditionally held views that immigration should remain a federal responsibility, addressing the ongoing resource and mandate conflicts between community-based settlement agencies and institutional service providers, and leading policy development processes.

### **B. Level C**

Requires verbal, written, and listening skills to comprehend the social and cultural needs of immigrants and refugees and the various models and concepts that are used to address these needs in order to communicate with stakeholders delivering services to the clients. Communicates through written analysis and verbal presentations on inter-related service, program, policy and funding issues (e.g., expanding the province's role in providing ESL training beyond the levels funded by the Federal Government) that will address the socio-economic needs of the clients. This involves communicating concepts and ideas on program content and delivery and whether the program meets the needs (e.g., funding, staff resources, communication tools) of the individual service agencies and their clients.

## **Factor 4 - Responsibility for Work of Others (2)**

### **Level 2**

Reviews the work of members of interdepartmental working groups (individuals in other departments) working on policy and program issues and has authority to ensure employees make changes to the work if inaccurate or incomplete.

## **Factor 5 - Job Knowledge (6E)**

### **A. Level 6**

Requires knowledge of research and program evaluation methodologies (e.g., outcome measures), survey research methodologies (e.g., stratified sampling) and quantitative and qualitative research techniques (e.g., trend analysis).

Knowledge is applied in researching and analyzing data, needs and trends of the client base in order to develop and implement provincial strategies, policies and programs relating to immigrant and refugee service,

retention, settlement and integration; and communicating abstract issues, models (e.g., program and service delivery models) and concepts (e.g., rethinking the province's role in settlement and integration for immigrants and refugees).

Knowledge is typically attained through completion of a Master's degree in a social science or equivalent.

#### **B. Level E**

Requires knowledge of federal and provincial services/programs; the federal funding formula; federal immigration law, policies and procedures; mainstream provincial social programs; international and domestic labour market issues; economic conditions; provincial demographic trends; societal trends; issues/concerns of interested groups/stakeholders; and public attitudes toward immigration. This knowledge is applied in defining the province's role in settlement and related services for immigrants and refugees, assessing the relationship between federal and provincial immigration programs; conducting reviews/evaluations of services currently provided; identifying and addressing unmet service needs; identifying barriers to integration and labour market entry; coordinating and integrating provincial services; developing an immigration service retention strategy that meets provincial and federal program objectives as well as federal immigration legislation and regulations; and representing the province on the Federal-Provincial Working Group on Settlement and Integration.

Requires knowledge of stakeholders in the communities such as employers, chambers of commerce, non-government agencies providing services to immigrants (e.g., Open Door Societies, multi-cultural councils, ESL providers), and organizations supporting privately sponsored refugees. This knowledge is applied in developing policies and strategies for development and management of community-based services, leading multi-stakeholder planning processes and building consensus around change processes.

Requires knowledge of government administrative and planning processes in order to develop regulatory frameworks for programs, to prepare materials and documents supporting government decision-making and to provide written and verbal analysis to senior management.

#### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 20 hours per week keyboarding in order to document the results of program and policy evaluations and perform statistical analysis. (3D)

#### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 31 hours per week delivering presentations, performing statistical analysis and program evaluation and keyboarding. (2E)

On average, spends 5 hours per week sitting while working at a desk or attending meetings, standing while photocopying and walking within the office. (1A)

#### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, spends 1 hour per week performing activities where both speed and accuracy of physical movement is required including writing or modifying documents, briefing materials or presentations, on short notice in response to questions from program managers and executive management. (3A)

On average, spends 19 hours per week performing activities where accuracy of physical movement is required when keyboarding to document the results of program and policy evaluations and perform statistical analysis. (2C)

On average, spends 16 hours per week performing activities where neither speed nor accuracy of physical movement is required. (1C)

EP; CD #140

September 2007

Regional Manager, Community Pastures

Pastures Branch

Agriculture and Food

Occupational Code: CAGS

Level 11

### Main Purpose

Responsible for managing the community pastures of the southern area of the province to ensure optimum sustainable forage production and supplementary grazing for the cattle and sheep producers who are the patrons of the pastures.

### Primary Responsibilities

Develops long range plans to determine community pasture use, improvements required, and grazing intensity; and develops a pasture management plan for each pasture in the area.

Directs and oversees pasture management practices, advising pasture managers on stock and land management issues.

Responsible for the work of pasture managers and staff; develops operating budget and revenue projections.

Represents the Department with community pasture patrons and cooperatives, consulting on allocations of stock to each pasture, and on pasture/forage/stock management issues.

### Factor 1 - Problem Solving (5)

Problems relate to developing and evaluating plans for sustaining forage resources, within the variability of patron demands and needs, ecological conditions, and economic realities of the livestock industry.

#### **Level 5**

Problems typically include:

1. Planning for and maintaining the economic viability of community pasture operations within the financial constraints of the revolving fund, yet meeting the needs of patrons.
2. Competing demands for use of community pasture lands (e.g., areas of forage need to be rejuvenated, increased allocation applications because of raising market prices, and environmentalists want marginal lands to be used for wildlife habitat enhancement.)

Solutions are achieved by:

1. Analysing forage utilization reports on production, demands and conditions of pastures, assessing conditions of facilities and equipment to project capital expenditures, reviewing labour costs, consulting with patron boards and cooperatives on service expectations and policy/operating concerns, conducting cost benefit analysis of expenditures and revenues, and predicting/anticipating market conditions and long term viability of the cattle and sheep industries. Proposing sources of new revenue (e.g., bull wintering program, selling hay), reviewing procedures and proposing changes to improve efficiencies (e.g., eliminate fee deposits, change allocation process). Developing budgetary proposals and profit projections, predicting sale of grazing, prioritizing forage improvements, capital works and equipment expenditures to maintain facilities, and discussing with other regional managers and supervisor to conclude provincial and regional capital and operating plans. Advising pasture managers of budgetary decisions, authorizing the implementation of rejuvenation and infrastructure expenditures, and explaining program and policy decisions at meetings of patron groups.
2. Developing a 2-5 year forage management plan for each pasture area, analysing range conditions, impacts of erosion and drought, desirable grass-legume mixture, livestock management practices, eradication of pests and weeds, and reliability and sustainability of water sources; and assessing business/enterprise factors, such as grazing reports, stock flows, labour needs and staff resources, herd and breeding unit records, location of cross fences, maintenance needs, cost benefit analyses. Consulting with land resource users and patron advisory boards to identify concerns and competing/conflicting demands, and with range management specialists from the department/university on the scientific implications of varying land uses. Developing land use plans to satisfy the differing needs (e.g., re-routing streams improves waterfowl habitat and yet, still provides sufficient water for sheep), in consideration of the mandate of the community pasture program, and the business and environmental impact of differing land uses. Developing long term agreements with interest groups (e.g., Ducks Unlimited) for joint planning/use of land and funding arrangements.

#### **Level 4**

Problems include:

1. A noxious weed is introduced by an oil company in its restoration after drilling in a pasture.

Solutions are achieved by:

1. Reviewing access lease to determine conditions of oil company lease, and of species inventory to establish proof of responsibility; considering extent of infestation and collaborating with land owners adjacent to the pasture to contain species; consulting with range management specialist and university researchers on latest research findings; reviewing scientific studies of the plant and considering mitigation approaches; consulting with oil company ecologist to develop eradication plan over several growing cycles, and monitoring status of the situation. Ensuring company takes continued action and is billed for any Department expenses.

### **Level 3**

Problems include:

1. Patron decides to reduce the allotted number of cattle just before the take-in time, resulting in loss of revenue if allocation is not filled.

Solutions are achieved by:

1. Determining if allocation should be replaced in consideration of range condition (tame and native species composition, erosion, deterioration and disturbances), water conditions, and drought adjustments. Identifying the criteria to be used in selection (e.g., all spaces to one producer or apportion allotment amongst existing and new patrons), considering the advice of the patron board, profile of waiting list, and results of applicant scoring system. Deciding on allocation of stock. If no applicant is available to fill vacated allocation, identifying expenditure reductions to maintain profits/break even.

## **Factor 2 - Decision Making (5C)**

### **A. Level 5**

On a weekly basis makes decisions outside of established policies, such as allowing patron to exceed the established maximum allocation, or waiving deadline dates, right of ownership requirements, under-delivery penalties, or allowing sheep breeding; and decides non-grazing use of community pastures (e.g., source of native seeds, training site for bird dogs). Decisions are made on the basis of specific circumstances or requests.

### **Level 4**

Decisions relate to range and livestock management and to patron relations, and are made within established legislation, policy and program objectives, as well as in consideration of agronomic practices. Decides: budget requirements of each pasture, capital and infrastructure priorities and allocation of funds to each pasture within overall budget plans, contractor for capital projects, allocation of stock at each pasture for each patron, management plans (stocking rates, rejuvenation plans), response to stock health issues, financial reporting requirements and formats for pasture managers to account for revenues and expenditures, as well as spreadsheets, contracts, and standard form letters.

### **B. Level C**

Environmental hazard exists from over-grazing, excessive water usage/hunting, etc. within the marginal and environmentally sensitive lands that make up the 18 pastures of the southern region of the province. Corrective decisions include: limiting the number of cattle and sheep allowed at each pasture, approving rejuvenation of land because of depletion, erosion, drought, or bad regrowth, improving/re-routing fences and water systems to ensure utilization of grass supplies, or closing the pastures to hunters if fire hazards exist. These decisions occur on a daily basis.

### **Level B**

Financial loss exists where expenditures exceed revenues and the revolving fund contains insufficient funds to continue operations. Corrective decisions involve transferring monies between the pastures or to cancel or delay equipment or capitol investments when revenues decrease (monthly).

## **Factor 3 - Human Relations Skill (3C)**

### **A. Level 3**

Explains allocation decisions to applicants with respect to the selected owner and number of livestock to be allocated to each pasture and listens/responds to questions raised by patron boards or cooperatives. Responds to complaints with respect to inadequate and unsatisfactory service, fee increases, loss of animals. Explains/defends department policy and community pasture practices to patrons/boards/cooperatives, applicants, public, and rural municipal officials to ensure understanding. Persuades individual patrons or patron boards to accept pasture management techniques and changes.

Determines solutions/compromises with rural municipal officials with respect to road access to pastures; with patrons in case of livestock losses, payment discrepancies; and with other agencies regarding multiple uses of pasture land. Agreements are negotiated with cooperatives to winter bulls, in consideration of the conditions for feeding, length of season, and number of animals; authorizes contracts for tendered work in community pastures, such as trenching, building fences and corrals, breaking and seeding land.

#### **B. Level C**

Makes presentations at annual meetings of each patron board/cooperative to explain department policy and procedures with respect to community pasture management, range land management practices and changes in technology (e.g., improved vaccines), and in response to particular concerns, such as the identification and treatment of trichomoniasis.

### **Factor 4 - Responsibility for Work of Others (6)**

#### **Level 6**

Full responsibility for the work of 12.6 FTEs.

### **Factor 5 - Job Knowledge (5E)**

#### **A. Level 5**

Requires knowledge of: land resource/range/grasslands management theories and principles and ecological relationships of prairie systems (water, animals, forage, predators, disease) in order to plan forage and grazing development of particular areas; livestock industry, management, and production, and an appreciation of the differing practices and impacts of the cattle and sheep industries so as to plan and care for livestock; agronomic practices with respect to livestock, forage, soil, and pests to understand the scientific and technical aspects of forage production and grasslands rejuvenation.

Knowledge is normally acquired through completion of a Bachelor of Science degree in agriculture, biology, ecology, or other natural science subject. Statutory requirement for registration as a practising agrologist in the Saskatchewan Institute of Agrologists.

#### **B. Level E**

Requires knowledge of the community pasture program (philosophy and purpose) and policies (allocations and financing) to develop pasture management plans for the

#### Regional Manager, Community Pastures

region with respect to appropriate utilization of crown land for community grazing purposes. This includes knowledge of the ecology of differing portions of southern Saskatchewan to plan/sustain forage and grazing developments and of livestock and economic conditions of each area to project demand pressures and costs/revenues.

Requires knowledge of pasture, forage and stock management issues such as areas of forage needing to be rejuvenated, competing demands on pasture lands, pests/weeds, utilization and allocation of stock to pasture lands, water systems and related wildlife habitat issues. Also requires knowledge of industries in the surrounding areas that impact on the land grazing quality. This knowledge is required in order to analyse the trends, influences and conditions and develop long range plans, budgetary proposals, business plans and profit projections. Application of knowledge includes predicting sale of grazing, prioritizing forage improvements, capital works and equipment expenditures to maintain facilities, etc. in order to develop capital and operational plans and ensure cost effectiveness of operations. Knowledge is also applied in consulting with and providing expertise to patron boards and co-operatives to meet producer needs.

Requires knowledge of government administrative, budgetary, and human resources policies and procedures in order to manage the operations of the region. Requires knowledge of the administrative structure of the revolving fund in order to manage crown land as a business enterprise.

Knowledge is required of the framework and policies of managing crown land not committed to community pastures (e.g., farm and ranching leases, provincial parks) to identify inconsistent practices and develop/promote multiple uses and integrated management of lands.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 2 hours per week driving livestock through sorting allies and chutes during pasture visits, and driving off-road over rough terrain. (3A)

On average, spends 14 hours per week interacting with angry patrons or applicants, walking over rough terrain during pasture inspections and keyboarding over 10 hours per week. (2C)



On average, spends 4 hours per week with interruptions from patrons or pasture managers while preparing reports to deadlines and driving in good conditions. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 31 hours per week keyboarding, reviewing and analysing financial information in budgets and reports, compiling revenue-expenditure reports, reviewing tendering submissions and allocation applications, analyzing forage utilization reports, explaining and clarifying the situation or conditions at pastures with pasture managers in order to advise on actions to take, explaining allocation decisions to unsuccessful applicants and consulting with advisory board members on operations and policies, responding to angry complainants related to management decisions, or attending patron or board meetings to review yearly operations, walking/driving on rough terrain, climbing in and out of vehicles and over fences/corrals, kneeling/crouching during forage inspections. (2E)

On average, spends 6.3 hours per week responding to requests for information, lifting materials not exceeding 8 kgs., sitting to process documentation, telephone patrons and pasture staff, attending meetings, and driving to pasture sites. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 2A**

On average, spends 16 hours per week requiring accuracy of physical movement when keyboarding to create and update records and spreadsheets, driving to pastures and patron meetings and walking in rough terrain. Speed of physical movement is required for 1 hour per week to manoeuvre around livestock during pasture visits. (2C)

Neither speed nor accuracy of physical movement is a major consideration for the remaining 21.3 hours. (1C)

**EP; CD #142** **August 2015**  
**Regional Coordinator of Special Education**  
**Saskatoon Regional Office**  
**Education**  
**Occupational Code: CSEX**  
**Level 12**

### **Main Purpose**

Plans, evaluates and approves special education funding and programs for children and youth with exceptional needs within the region. Also coordinates special education programming, including consultation and staff development, among various stakeholders in the local community (e.g. school divisions, other government departments, and advocacy and interest groups).

### **Primary Responsibilities**

Evaluates and approves at the regional level, conditional department funding, alternative education programs, shared services plans, individual student personal program plans, and school division provision of support services for 18 School Divisions.

Monitors and provides ongoing consultation to approved special education programs and services.

Develops and delivers professional development for teachers and administrators to enhance the delivery of services and programming for students with exceptional needs.

Plans, coordinates and administers departmental initiatives, programs and services at the regional and local levels associated with services to children and youth with exceptional needs.

Submits, analyzes and interprets data relevant to departmental budget reviews.

Provides guidance and mediation in resolving disputes involving school division personnel, families and advocacy representatives regarding the provision of services for children and youth with exceptional needs.

Advocates and initiates provincial policy developments and revisions.

Identifies opportunities and develops strategies that will establish or expand collaborative interdepartment and/or interagency initiatives.

Adjudicates qualifications of school based professionals, para-professionals and support personnel in the region.

### **Factor 1 - Problem Solving (6)**

Problems relate to evaluating, monitoring and approving special education programs and coordinating departmental and interagency initiatives.

#### **Level 6**

Typical problems include:

1. Conflicting government policies, duplication of services, ineffectiveness and lack of coordination of services across departmental lines and involving the broad community. For example: children with severe form of autism or those children with attention deficit hyperactivity disorder who put others at risk and require accessibility to special education programming. Several different departments (i.e. Mental Health, Health, Education, Social Services) are involved with the issue due to their role and respective mandates and none of them are taking responsibility to resolve the problem.
2. Increasing number and younger aged children not attending school - in excess of 350 under 16.

Solutions are achieved by:

1. Researching trends and what other jurisdictions are doing; analysing the problem taking into consideration principles and politics of community development, emergent perspectives and philosophies, public safety concerns, departmental budget and program mandate issues and the need for accessibility to appropriate educational programs for children with exceptional needs; establishing working groups across agencies and departments to plan (sometimes up to a 3 year plan) and resolve human service system issues, considering potential impact of changes on agencies (e.g. financial, program changes, delivery mechanism); developing and recommending to other government departments, non-government organizations, private agencies and school boards alternative programs and services for children with exceptional needs; planning and coordinating department initiatives with other government departments, private agencies, school boards, health boards and community based organizations and linking these to specific needs of parents and exceptional children (i.e. Integrated School-Linked Project); and advocating and initiating special

programming and provincial policies related to students with exceptional needs.

2. Exercising leadership as the co-chairperson in working with a cross cultural/cross agency group to define, identify and validate the issue; initiating studies to determine the scale of this phenomenon; researching other jurisdictions responses to the problem; determining characteristics and reasons of non-attendance (e.g., behaviour problems, ages, grades, poverty, transiency factors, distrust with personnel in school systems, crime families, range of educational and agency program availability); recommending short, medium and long term solutions in partnership with government agency personnel, local youth oriented service providers and advocacy groups, community based agencies and school boards[e.g., using the research information to influence and convince senior department officials to change policies (e.g., on how Saskatchewan Education should distribute funding)]; and developing new teaching models for in house use suitable for Saskatchewan needs.

#### **Level 4**

Problems relate to reviewing and approving grants and funding for educational programs in the region, and providing guidance and advice in assessing needs of children. Problems include:

1. When reviewing and approving school division/board overall special education plans and alternative education and functional programs, job determines course content under review does not meet the needs of students or school, or comply with department policies and guidelines.
2. The inability to respond to unique needs of the children in light of limited resources and lack of program options available to place children into (e.g. special needs of children in care of Social Services).

Solutions are achieved by:

1. Analysing the context of the proposals, determining whether needs of students can in fact be met by funding requested, reviewing policy framework to identify issues, meeting with proposal writers and providing feedback, advising on policies, emerging trends in special education and program requirements, determining if teachers have the required qualifications, and having proposals redone.
2. Determining history of child's circumstances, listening to caseworkers from Social Services and

Regional Coordinator of Special Education Mental Health, participating on the Regional Special Placement Committee of Social Services to assess needs of children in care, discussing feasible options, developing consensus on whether child qualifies as high risk, and developing intervention plan.

### **Factor 2 - Decision Making (5C)**

#### **A. Level 5**

Makes decisions which are outside of established policies, such as identifying new disabilities for funding support; determining the appropriate funding support for children/youth with severe behaviour disorders and who are intellectually disabled/challenged; approving new, unique or innovative use of technical aids for youth with disabilities. These decisions occur on a weekly basis.

#### **Level 4**

Makes decisions which are within standards, policies, regulations and guidelines, are made independently and the majority are not reviewed. Some of the job's independent decisions include:

1. Approving conditional departmental funding requests at the regional level from School Divisions for programs directed to children of special needs.
2. Approving special education teacher qualifications.
3. Whether to establish working groups across agencies and departments to plan and resolve human service system issues [e.g., ADHD (Attention Deficit Hyperactivity Disorder), OT/PT (Occupational Therapy, Physiotherapy to School Aged children), CSIP (Children Services Integrated Project), and Saskatoon Communities for Children]. Once these committees are established, job makes decisions that fall within the ongoing process and activities of these committees (e.g. while chairing the committee, decides on the priorities and outlines agenda topics, nomination process letters, setting up a data base for a human resource pool).

#### **B. Level C**

Threat to government finances occurs when School Boards do not allocate resources to agreed upon areas (e.g., speaking computers) or if the course content does not meet the needs of the students or comply with department policy. Weekly the job decides to refuse or delay funding (e.g., for technical aids, designation of children as disabled, special education transportation) until the School Board complies with terms and

conditions.

### **Factor 3 - Human Relations Skill (4E)**

#### **A. Level 4**

Negotiates and mediates to resolve disagreements involving school personnel, families and advocacy representatives regarding provision of services for children and youth with exceptional needs, where the written authorities governing the situations are insufficient to clearly support either party. Some agencies are in frequent contact with this job to complain about reoccurring concerns and issues that continually keep coming up from year to year, requiring ongoing dialogue. For example, there are conflicts between an agency or service provider and a school board where they have differences of opinion pertaining to the provision or lack of provisions of education to a student (e.g., school board is suspending a special needs student). The agency believes the School Board is not able to suspend/expel students because the School Board has the responsibility under law to provide education, whereas the School Board is suspending the student due to the student's out of control behaviour which poses problems for the public safety of the other students. The advocacy or agency is often very vocal and strong in their opinion as to what is the right thing to do, and so is the School Board strong in its view to suspend the student. Listens to, clarifies the context of the situation, mediates between the two parties, attempts to resolve through understanding of the situation and having parties come up with alternatives, or the job suggests alternative approaches.

#### **Level 3**

Mediates between parents and school boards to resolve differences of opinions (e.g., parent has concerns pertaining to the particular educational program their child is in). These situations often have a high degree of tension or conflict existing between the parent and the school board. This job identifies and clarifies the context and interests of the situation from both the parents' and school board's perspective, advises either or both parties of job's understanding and application of the law and protocols (what may or may not be appropriate action to take), brings the two parties together in a meeting to mediate and resolve the differences.

Uses persuasion when advising School Boards of funding decisions or decisions in compliance with regulations and policies which may not be received positively. Clarifies understandings between parties and

Regional Coordinator of Special Education negotiates written agreements to provide a framework of service arrangements between individuals, school divisions and human service agencies (e.g., Saskatoon Community for Children Joint Planning Mechanism; shared funding arrangement between Social Services, School Division and Saskatchewan Education).

#### **B. Level E**

Requires verbal, written, and listening skills to comprehend current scientific research with specific reference to disabilities not addressed in the school system before (e.g., childhood cancer, head injury, Asperger's syndrome, Ring Chromosome #2 syndrome). The theory to be communicated relates to many inter-related variables (within the child and the child's environment) affecting the child's ability to learn (e.g., communication disorders, emotional and behavioral disabilities, learning and physical disabilities, age, family relationships, etc.). Interprets, communicates, and defends to special education educators the implications of the disabilities for classroom instruction and school management including teaching techniques and methods.

#### **Level D**

Reviews and analyses proposals submitted by school divisions and provides suggestions and recommendations as to changes to their proposals. As a result of the proposal consultation, often provides expertise to school board officials as to the development of alternative education plans and adaptations of curriculum and instruction theory and application for students with special educational needs. School Board personnel then apply this new knowledge by either directly incorporating into their individual classrooms and with specific students, or by taking this information and sharing the knowledge of the new techniques and research with other teachers or administrators throughout their school division.

#### **Level B**

Provides knowledge pertaining to special needs populations and their education needs through the form of presentations, two hour workshops, keynote addresses and training to Directors and Superintendents of Education, Educational Consultants of School Divisions, teachers, para professionals, and agency personnel. It also designs and delivers awareness sessions on special needs populations and on service system characteristics and dynamics to parents, parent groups, teachers and other human service agency staff. These are often customized to meet the needs of the target audience.

**Factor 4 - Responsibility for Work of Others (3)****Level 3**

This job has shared responsibility of staff for special interdepartmental projects which on average operate over a two to three year time frame. A current example is the Integrated School Link Services Project where this job does not have any employees reporting directly to it; however, it does have joint responsibility along with three other departments for providing advice and guidance, coordinating the work, monitoring the progress towards the achievement of goals and is accountable for the quality and quantity standards of the three staff assigned to this project.

**Factor 5 - Job Knowledge (6E)****A. Level 6**

Requires a specialization in exceptional needs of children including a senior level of theoretical knowledge of: human growth and development of the child, adult, family and community; applied learning and behaviour; Psychology of Exceptionality and Diversity (e.g., developmental, mental retardation, sensory, social, emotional and behavioural disabilities, learning and physical disabilities, communication disorders, giftedness, socio-economic-cultural at risk populations) in order to recommend, monitor and approve educational services and program plans for children. Requires knowledge of statistics and of Psychometrics methodology, techniques and instrumentation related to the assessment of children and youth in order to analyze and recommend special education programs to meet individual and unique needs of the child. Knowledge is normally obtained through a Masters Degree in Special Education or Educational Psychology.

**Level 5**

Requires knowledge of curriculum and instruction theory and application and adaptations of such for students with special educational needs in order to plan and monitor special education programs and to design and deliver professional development and training sessions. Requires knowledge of evaluation techniques and methodologies to monitor and evaluate programs and services.

**B. Level E**

Requires knowledge of initiatives, policies and programs of various government departments, agencies and special interest/advocacy groups related to special

Regional Coordinator of Special Education education children. Needs to know who these agencies are, what services they can or cannot provide and the social mandate or objectives of these organizations in order to work collaboratively with and develop interdepartmental, interagency programs. This includes knowledge of: departmental programs (e.g., Indian Metis Education Development, Integrated School Linked Services, Vocational Rehabilitation for Disabled Persons etc.); other government department programs (e.g., department of Social Services programs associated with therapeutic group home, community residences, foster care program); and of agency and service provider groups (e.g., Kinsmen Children Centre, Hope for Autism, Wascana Hospital, Saskatchewan Association of Community Living, Saskatchewan Abilities Council). Requires knowledge of programs and service delivery in order to tailor responses to the needs of the specific situations. Requires knowledge of the entire K-12 system in order to solve problems at both the classroom level as well as with teachers on individual cases and to develop new policies. For example, needs to know the policies related to young offenders in the situation where high risk youth are placed into open custody, are entitled to education and require special arrangements to be made to have access to education. Another example: when participating on the Regional Special Placements Committee, the job needs to know provisions of family services (e.g., child abuse) to make decisions whether the child who is in care of the Department of Social Services qualifies as a high risk student and to develop an individual intervention program plan.

Requires knowledge of the fiscal framework for third party funding, specifically related to Special Education funding options (e.g., Technical Aids, Special Transportation, Designated Disabled People Funding, Targeted Behaviour Funding, Special Needs Program Supplemental Funding) in order to review and approve conditional funding to school divisions at the regional level.

Requires knowledge of the legislative requirements related to Special Education and of departmental policy statements and manuals (e.g., CORE, Alternative Education, Special Education, etc.) to interpret and consider provisions when making recommendations and decisions on funding, programs and services and to explain, determine compliance with and enforce.

Requires knowledge of the use of computer equipment to enter, retrieve, and obtain data. Knowledge of various word processing packages (Word Perfect 5.1, Word Perfect 6.1, Windows), and data bases (Newbase, Access). Occasionally performs programming functions

that a software package allows (e.g., adds fields in database to reorganize information) and formats data to do trend analysis and charts and graphs.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 18 hours per week exposed to deadline pressures (e.g., deadlines of data collection for special education grants and alternative education approvals, ministerial inquiries, responding to urgent inquiries from parents) caused by interruptions from others (17 hours per week); and travelling in adverse weather conditions. (3D)

On average, spends 9 hours per week keyboarding (7 hours per week), and interacting with rude or impolite people (e.g., angry parents, human service agency personnel, other government employees). (2C)

On average, spends 4 hours per week of travelling in good road conditions. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 4 hours per week interacting with hostile individuals (e.g., angry parents, advocates for parents and occasionally other government employees) and with individuals who are deaf (principal and parents of children who attend the Alberta School for the Deaf). (3A)

On average, spends 26.3 hours per week standing giving presentations, lifting and hauling boxes of educational materials over 8 kg. and less than 18 kg.; leading, chairing and participating in meetings, providing advice to parents and school boards, listening and clarifying issues, concerns and mediating between parties; reviewing applications for funding to ensure accuracy of details, driving in adverse conditions and keyboarding. (2D)

On average, spends 7 hours per week lifting and hauling educational materials up to 5 kg, walking to and from meetings; answering general inquiries from the public or school boards for information or regarding applications; photocopying, filing and driving in good road conditions. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 1A**

On average, 13.3 hours per week are spent performing activities where accuracy of physical movement is the primary consideration: using the computer (e.g., data entry and editing, along with word processing), writing reports, and driving. (2B)

On average, 24 hours per week neither speed nor accuracy of physical movement is of major consideration. (1D)

EP; CD #143  
Community Program Consultant  
Saskatoon  
Social Services  
Occupational Code: CPCW  
Level 7

August 2015

### Main Purpose

Promotes high quality care of children by licensing and monitoring child care facilities, supporting parents and caregivers, enforcing *The Child Care Act* and Regulations and educating the public.

### Primary Responsibilities

Monitors child care facilities through scheduled and unscheduled visits, attending board meetings within a geographic region for compliance with *The Child Care Act* and Regulations.

Conducts licensing activities of new child care facilities and provide recommendations regarding the licensing of facilities.

Enforces *The Child Care Act* and Regulations, identifies issues and expectations, and advises on the requirements to comply. Recommends conditional or revocation of licences.

Provides support to childcare facilities through professional development, education, encouraging involvement in various associations and advice regarding child behaviour management.

Educates and informs individuals/groups interested in starting or using the services of a day care regarding the requirements of *The Child Care Act* and Regulations.

Liases with other government departments (teachers, social workers, Psychologists, Speech and Language Pathologists) for the purpose of coordinating services for special needs children, providing respite for parents or a grant to a facility for accommodating a special needs child.

Provides advice, support and consultation to groups interested in developing childcare resources to meet community needs.

Responds to complaints and concerns regarding the operations of both licensed and unlicensed child care facilities.

### Factor 1 - Problem Solving (4)

Problems relate to the licensing, monitoring and supporting of child care facilities as well as the enforcing of *The Child Care Act* and Regulations.

#### **Level 4**

Problems include:

1. Applications from individuals who want to provide family day care including applicants with a history of criminal behaviour (e.g., impaired driving or assault), medical or mental health related issues.

Solutions are achieved by:

1. Assessing the suitability of applicants by interviewing or gathering information from sources. This includes applicant references, medical practitioners, community agencies regarding applicant's marital history, stability of relationship, communication and problem solving patterns, family involvement and commitment (e.g., role of spouse, private space for family children, method of discipline). History of drug and alcohol use as well as medical problems, mental health issues such as emotional or psychiatric problems (e.g., nature and cause, if assessment is required), nature and extent of handicaps (e.g., confined to wheel chair) which may impact ability to provide care to infants and small children. Assesses financial status and reviews any previous involvement with the department (e.g., Family Services or Young Offenders). In cases where there is a criminal record, assesses risk by sorting and analysing information. Identifies behaviour patterns and likelihood of behaviour reoccurring, including nature and types of charges (e.g., drugs, violence), length of time since previous conviction, steps taken to address identified concern (e.g., attend substance abuse counselling) and recent pattern of behaviour in the community (e.g., employment). Conducts a visual inspection of applicant's home to determine suitability (e.g., space capacity) and identify any changes necessary (e.g., equipment, erecting a fence) in order to meet requirements. The job then makes a recommendation concerning the licensing of the applicant.

#### **Level 3**

Problems include:

1. A childcare facility is failing to comply with the act and regulations.
2. Parents with concerns regarding child care arrangement (e.g., quality of care).

Solutions are achieved by:

1. Meeting with facility operator, supervisor and/or board to identify area of non compliance and explaining the requirements of the Act and regulations, exploring options for compliance, monitoring facility and adding conditions or terminating licence.
2. Identifying if quality of care issue exists by meeting with parents and caregiver or identifying other resources or caregiver available to meet needs of parents.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Makes decisions within standards, policies and regulations and the majority of these decisions are accepted without review. Decisions include determining if a childcare facility is in compliance with *The Child Care Act* and regulations (e.g., staff/ child ratio), determining action to be taken by facility to comply with act and regulations (e.g., building a fence, improving programming, obtaining appropriate equipment and furnishings), and planning when to visit facilities on both a scheduled and unscheduled basis.

#### **B. Level C**

On average, twice per month threat to the safety or well being of children is present when child care facilities fail to provide safe equipment and toys, adequate child supervision, programming, nutrition and hygiene. Determines options to eliminate the threat and directs the caregiver both verbally and in writing to make the identified changes.

#### **Level A**

Once or twice per year identifies quality of care issues (e.g., caregiver has left infants and/or small children unattended such that there is a risk to physical safety). Makes decisions to immediately close the family day care home and advises parents regarding the closure of the facility.

On average, twice per year identifies potential cases of abuse, neglect or criminal behaviour and refers them to Family Services or the police.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

In response to long-standing disagreements and complaints over facility operations and practises, investigates and mediates disputes between parents and private caregivers, Boards and staff or Boards and parents regarding the provision of services for children and the delivery/quality of childcare. Resolutions to these issues are achieved through gaining an understanding of the situation and providing explanations for licensing requirements/compliance and governing legislation. Mediates mutually acceptable resolutions to these issues by clarifying roles, interpreting/explaining legislative requirements where written authority (legislative requirements) is insufficient to clearly support either party.

#### **Level C**

Reviews research and literature and provides information to caregivers including developmentally appropriate practices and techniques, addressing issues such as child behaviour management problems (e.g., biting) and dynamics of group care of children.

#### **Level B**

Prepares and delivers presentations relating to child care (e.g., selecting a child care facility or child care development) to a variety of groups including parents, prenatal classes and child care centre staff for the purpose of enhancing ability to make decisions concerning child care. Also delivers presentations to health professionals (Public Health Nurses, Child Psychologists) to provide information relating to the child care program. Attends meetings with community groups, Board members and Centre Directors and presents information regarding the steps required developing a new licensed child care facility. Explains Act and regulations and provides training in areas such as addressing personnel problems or programming problems.

### **Factor 4 - Responsibility for Work of Others (1)**

No assigned responsibility for the work of others.



### **Factor 5 - Job Knowledge (5C)**

#### **A. Level 5**

Requires knowledge of child development including developmental stages, age appropriate activities and group care of young children (e.g. group dynamics, discipline, programming) in order to provide advice and support to parents and caregivers, interpret the act and regulations, assess quality of care and participate in policy development. Requires knowledge of the principles and practises of community development in order to work within communities to identify resources to meet childcare needs and support community initiatives. Knowledge of adult learning theory is required in order to prepare and deliver presentations to caregivers, parents and health professionals and provide training sessions to boards of child care facilities.

Knowledge is normally obtained through the completion of a degree in the human service field.

#### **B. Level C**

Requires knowledge of child day care program, policies, standards and guidelines. Monitors, advises, explains and enforces requirements or safety standards (e.g., issue notices of contravention) such as child /staff ratio, play space, supervision, equipment and furnishings for childcare facilities. Explains incorporation or registration of child care facilities as cooperatives or non profit corporations and provide guidelines regarding facilities exempt from the act (e.g., babysitting services in bingo halls, shopping centres etc.) Provides direction to day care staff and Boards, childcare home providers and the public regarding developmentally appropriate practises. Advises child care centre Boards, child care home providers and parents regarding the act and regulations, requirements of holding both board and membership meetings, the steps required to change by-laws and to provide support and consultation to facilities, caregivers, parents and community groups.

Requires knowledge of Department programs such as Family Services, Financial Services and Community Living regarding issues such as child protection, childcare subsidy and respite care and the investigation process as conducted by Police or Family Services in order to explain and advise facility operators. Knowledge of community resources such as Saskatchewan Child Care Association and Kinsmen Children's Centre for the purpose of referral is also required.

Knowledge of rating scales (e.g., Family Day Care Rating Scale, Childhood Environment Rating Scale) is required to identify strengths and developmental areas of child care facilities.

Requires an understanding of the provisions used to recruit board members, hire and dismiss staff, severance and holiday pay performance management in order to develop policies and procedures. Requires knowledge of city by laws relating to zoning, outdoor play space, frontage requirement for day care in order to advise child care facility supervisor and board.

Requires knowledge of Maximizer, Word Perfect, Microsoft Works, SWIN (Social Worker Information Network) and Email in order to enter, format and obtain information.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends 2.5 hours per week in contact with bodily fluids from individuals with non-treatable communicable diseases such as HIV or Hepatitis B, C (e.g., injured child). (4B)

On average, spends 18 hours per week keyboarding, interacting with children with communicable diseases such as Tuberculosis or Hepatitis A and travelling in adverse weather in order to monitor child care facilities and attend meetings. (3D)

On average, spends 8 hours per week interacting with rude and impolite individuals and in direct contact with children with communicable diseases such as measles. (2C)

On average, spends 7.5 hours per week driving in good, writing, photocopying, faxing and in contact with children with communicable diseases such as colds. (1B)

**Factor 7 – Demand**

**Overall Rating - 3A**

On average, spends 30.5 hours per week conducting interviews with family childcare applicants or parents with complaints regarding childcare, driving in adverse weather, keyboarding, writing reports and delivering presentations. Work also involves leading groups such as facilitating board and grant meetings as required to listen, clarify, summarize and consolidate responses.  
(2E)

On average, spends 5.5 hours per week conducting facility visits, attending meetings and lifting and carrying weights up to 8 kg. (e.g., lap top computer).  
(1A)

**Factor 8 – Co-ordination**

**Overall Rating 3A**

On average, spends 23 hours per week performing data entry, writing, keyboarding or driving a vehicle. (2D)

Neither speed nor accuracy of physical movement is a major consideration the remaining 13 hours per week.  
(1C)

**EP; CD #144**  
**Community Program Consultant**  
**Regina Region**  
**Post-Secondary Education & Skills Training**  
**Occupational Code: CECW**  
**Level 8**

**August 2015**

### **Main Purpose**

Plans, develops, delivers, coordinates and administers training and employment programs to a range of employers and clients on social assistance.

### **Primary Responsibilities**

Plans, develops, facilitates, coordinates and administers a range of employment programs.

Conducts assessments and provides services to groups and individual clients to help them determine training and employment needs including administering and coordinating vocational testing, career counseling and group workshops, including job search and related employment orientation services.

Works with groups of clients within a community to promote community and economic development with the main objective of creating sustainable jobs for people in receipt of provincial government social assistance.

Provides information, progress reports and briefings to supervisors and regional directors on the status of various employment programs. This information includes writing and providing monthly reports, budget reports, variation reports and other correspondence, expenses, and other formatted documentation related to various programs and projects.

### **Factor 1 - Problem Solving (4)**

Problems relate to developing and implementing various programs for individual clients on social assistance and Employment Insurance who have varying knowledge, skills and abilities and for employers with various needs.

#### **Level 4**

Problems typically include:

1. Request to establish local community job development initiatives.
2. Request to develop skills programming ranging from pre-employment, training to employment.

Solutions are achieved by:

1. Meeting with community stakeholders and employers to assess the local labor market needs (e.g., shortage of truck drivers, home care aids or trades persons); researching and analyzing the types of training, education and employment, which is needed and desired by clients; evaluating past programming success or failures and clients availability/demand for training; researching cost effective alternatives in the community to increase client access to those opportunities; ensuring new programs being planned are not duplicated elsewhere. Includes contacting various employers in the Regina region and negotiate work terms, kinds of work, wage subsidies and work programs such as Links to Employment and Bridging and contracting with Work Preparation, SIAST, and the apprenticeship program to provide the training.
2. Identifying and assessing labour market trends and participating in the development of labour market strategies which includes training programs offered through training institutions; reviewing and providing training proposals with training centers (e.g., Quick Skills/Short Skills); brokering training services for client by accessing other funding courses; assessing and referring clients to training and skills programs and establishing and monitoring contracts for Link's and RIC's projects.

#### **Level 3**

Problems typically include:

1. Determining the skill level and needs of individuals and developing programs to meet these needs.
2. Lack of adequate funds for the programs.
3. Individual clients and employers are not fulfilling their contractual obligations.

Solutions are achieved by:

1. Analyzing with clients the use of different multi-media products and different internet web sites for career opportunities and analyzing the information provided by the individuals and from assessment testing of the individuals to determine their actual knowledge, skills and abilities and exactly what their needs are (e.g., interviewing and resume writing). Then building components to meet their needs into the workshops or training program and/or providing some individual counseling as needed.
2. Analyzing information provided by individual clients and employers and then referring clients and employers to other programs that have the funding that meets their needs (e.g., sending a client for a

- student loan).
- Analyzing the problem meeting with the individual clients and employers to educate them in their contractual and statutory obligations (e.g., employer working client too many hours or the employee does not show up for work or contact the employer).

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Has authority to make independent decisions, without review, which are within departmental standards, policies practices and procedures. The majority of these decisions include scheduling appointments, determining the priority of the work to be done, determining the content of workshops and the selections and use of resource materials. Authority to make independent decisions with respect to the authorization of payments to employers.

Decisions, which are outside of policies or regulations such as termination of an individual from a program or cancellation of an employer's participation in a program, are reviewed before a decision is made.

#### **B. Level B**

Threat to government finances occurs when employers do not submit grant documentation, payroll hours or evaluations that result in overpayments to employers. Once per month, makes a decision to terminate the contract and/or collect money owing.

Threat to clients'/employers' finances occur when they have received less than the eligible amount to which they are entitled. This results in the clients/employers seeking a line of credit. Once per month, corrective decisions include re-evaluating a client's/employer's eligibility; contacting the bank responsible to approve an overdraft, approving the payment for processing and arranging for a cheque to be either direct deposited or available for pickup.

### **Factor 3 - Human Relations Skill (4C)**

#### **Level 4**

Mediates to resolve long-standing disagreements between employers and clients who have not fulfilling their contractual obligations (e.g., clients are multi-barrier and are not performing full duties therefore, an

employer wants to terminate without taking steps to resolve the issue) and where the original contract obligations do not address the settlement being sought. By listening to, clarifying the context of the situation and mediating between the two parties, the job attempts to resolve the situation. This involves identifying resolutions between the employer and employees and includes incremental support from the office by assigning a job coach on site, and drafting or developing workplans of the expectations of both the employer and employee.

#### **Level 3**

Negotiates with the employer matters such as salary subsidies, duration of the program, job descriptions and suitability of individuals to the employer's needs. Negotiates with other service providers such as S.I.A.S.T. for the provision of training.

#### **B. Level C**

Communicates verbally and in writing research of labour market information; proposals for Bridging programs which specifically address client and community needs; defends specific skill course proposals by differentiating between diverse models of curriculum delivery and the relationship to clients learning styles and life situations.

#### **Level B**

Develops and delivers training, factual talks and presentations to individual clients to enable them to apply and qualify for various jobs, and also to employers on the nature and requirements of the various programs. Regularly listens and communicates with people with various strong dialects during the course of delivering training sessions, factual talks and presentations (e.g., employment readiness and career planning).

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Ensures payments of contracts are correct by checking data entered by support staff who reports to a different supervisor. Identifies errors, speaks with the originator to ensure that corrections are made as it impacts on the ongoing management of the contract.

### **Factor 5 - Job Knowledge (5C)**

#### **A. Level 5**

Knowledge of the principles of economic development, adult education, training and development, job creation and human resource management are required to design, develop, coordinate and administer a variety of employment related programs targeted for adults.

Knowledge of accounting principles is required in order to be able to read and understand both governmental and private employer budgets and payroll reports in order to verify project reports and payroll submissions to authorize payments and also to monitor the financial status of projects.

Knowledge is normally obtained through an education or a social work degree.

#### **Level 3**

Knowledge of negotiation and conflict resolution techniques is required in order to be able to negotiate with various employers and individual clients on their participation in the program and resolve conflicts as they arise.

#### **B. Level C**

Knowledge of Post Secondary Education and Skills Training policies and programs such as the Community Employment Program (CEP), the Saskatchewan Skills Development Program (SSDP) and the work experience programs as well as knowledge of the rights and obligations of both employees and employers (e.g., hours of work) to explain them to individuals and employers. Requires knowledge of the social assistance program in order to determine eligibility of individuals to participate in the program.

Knowledge of computers and several software packages such as Windows, WordPerfect Office, the internet, various multi-media packages, Information Systems Management (ISM), Social Worker Information Network (SWIN), E-Mail (SWIN-2), and the Time Sharing Option (T.S.O.) of the Department of Justice Corporations Branch, as well as knowledge of Occupational Classification Codes (CCDO) as well as various codes of the Social Services department is required in order to input, manipulate, retrieve and publish data for various reports. Knowledge of the Internet is also required in order to be able to share data

and communicate electronically with other people in the department, other departments, agencies and employers and to train individual clients in the use of the Internet for career planning.

Knowledge of various community training programs, courses at educational institutions such as S.I.A.S.T., University of Regina, etc., as well as the various levels of government's employment incentives are required in order to be able to interpret and consider their provisions while designing, coordinating and administering the various programs of New Careers Corporation.

Knowledge of the Financial Administration Manual of the Saskatchewan Government is also required in order to be able to interpret and explain the policies to individuals, employers and other stakeholders in the program, and to ensure compliance with the financial policies.

Requires knowledge of the various employer participant's operations in order to determine the suitability of the employer to the program and individuals to the employer.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends .33 hours per week, intervenes in situation where clients exhibit hostile behavior in groups or during individual assessment or career counseling sessions. (4A)

On average spends 16.5 hours per week, entering/retrieving data on a computer (7hours), writing proposals, scoring tests (4.5 hours) and exposed to communicable diseases (5hours). (3D)

On average, spends 12 hours per week responding to deadline pressure from interruptions from others when having to complete course material (10 hours a week) and interacting with rude and impolite people (e.g., clients asking about eligibility and employers not following program policies) (2 hours). (2C)

On average, spends 8.5 hours a week photocopying, faxing, driving a car in good road conditions, providing information and delivering presentations. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 1 hour per week, interacting with hostile individuals or individuals who have learning, speech, or other sensory barriers. (3A)

On average, spends 29 hours per week, interviewing and having discussions with individuals and employers, attending meetings, researching information, compiling data, writing out training material, preparing overheads, slides and flip charts and conducting training and factual presentations, entering/retrieving and analyzing data, and writing and reading reports. (2D)

On average, spends 7.33 hours per week photocopying and faxing documents, picking up office mail, providing information in regards to programs and policies. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 10 hours per week, both speed and accuracy are required to keyboard and use the calculator to meet deadlines of completing course material and determining client's eligibility. (3B)

On average, 16.5 hours per week, accuracy of physical movement is of major consideration to enter/retrieve data (e.g., key boarding and operating a calculator), writing on flip charts and overheads, completing forms, and filing. (2C)

On average, 10.83 hours per week, neither speed nor accuracy of physical movement is a major consideration. (1B)

**EP; CD# 146**  
**Interlibrary Loans Clerk**  
**Provincial Library**  
**Municipal Government**  
**Occupational Code: SLIW**  
**Level 5**

**December 2009**

Solutions are achieved by:

### **Main Purpose**

Responds to requests for interlibrary loans from provincial government, regional and public libraries.

### **Primary Responsibilities**

Receives, reviews and sends interlibrary loan requests from/for client libraries.

Determines level and scope of search required for interlibrary loan requests. Assigns incoming requests to staff who search and verify the locations of information.

Determines the library to which requests will be sent for borrowing. Sends reports on the status of loan requests to client libraries. Reviews response reports from library locations. Updates request progress file.

Records statistical information from received requests.

Responds to telephone inquiries regarding the status of interlibrary loan requests.

Records, monitors and approves payment of invoices for interlibrary loan charges from lending libraries.

Conducts training sessions for unit staff and employees of client libraries on the use of interlibrary loan communications software (i.e., InterLEND).

### **Factor 1 - Problem Solving ( 2 )**

Problems relate to responding to interlibrary loan requests.

#### **Level 2**

Problems typically include:

1. The source of materials listed on the request cannot be verified.
2. The search status of a requested item is uncertain.
3. A request for an interlibrary loan is received without a title or client library name.
4. The borrowed items are returned without a lender address.

1. Determining if there was a missed step in the search process, by reviewing the search that had been completed; reviewing other bibliographic sources to locate materials; checking if the location was entered into the system, or printed from the database correctly; assigning another search to be performed based on additional sources, and determining the library location to send the request to, based on cost, urgency of requested information, and the reliability of response from the location; if not found, referring request to supervisor.
2. Checking records on the request, checking existing search files with searchers, and contacting location library; if not found, initiating a re-search.
3. Inputting client library location symbol into the InterLEND system, scanning and checking for the symbol, considering that the date should be recent, reviewing each symbol until the correct symbol is found, retrieving that record and entering required information.
4. Reviewing item to determine subject type; searching indexes/directories for library name; contacting possible client libraries; and if found, returning to lending library; if not, waiting for an overdue notice from lending library, then returning the materials.

### **Factor 2 - Decision Making (4A)**

#### **A. Level 4**

Makes decisions within interlibrary loan policies and procedures of the Provincial Library and other libraries, the majority of which are accepted without review. Independent decisions include determining: the payment of interlibrary loan service charges (e.g., faxing, photocopying); the priority of requests; the level of searching to be performed by searchers; the library locations to send requests; the approval/denial of interlibrary loans; and determining who (i.e., the Provincial Library or client libraries) is responsible for interlibrary loan charges (e.g., faxing, photocopying, searching, etc.).

Decisions outside of policies, procedures and guidelines (e.g., serving individuals who are outside the established group of clients, information which is restricted to in-province lending is urgently requested from an out-of-province location) are reviewed before being implemented.

#### **B. Level A**

Threat to others, the environment or government finances is not present.

**Factor 3 - Human Relations Skill (2B)**

**A. Level 2**

Listens to and understands client libraries' needs and frustrations (e.g., the library staff does not know which fields to enter loan information, their requests will not transmit) regarding the use of InterLEND software, and provides information on InterLEND use to resolve immediate problem. Relays client comments to software vendor, and explains the vendor's response to the client.

Listens to and understands members of the public who are upset with not being able to access the services of the Provincial Library directly (policy requires accessing public/regional/local libraries first). Calms the client, explains policies and procedures to access services and refers them to client libraries to submit initial requests, or to check loan status.

Discusses unforeseen lending charges and bills with other libraries, understands the situation and conditions resulting in the charge and requests that the charge be waived if it is still unacceptable. Refers to the supervisor if disagreement continues.

**B. Level B**

Delivers 1 hour training sessions to co-workers and client library employees on Provincial Library electronic mail software (i.e., InterLEND) uses and capabilities (e.g., use of particular computer fields for entering and retrieving information). Compiles and writes "short cuts" for accessing and using InterLEND software for client libraries.

Delivers group training sessions to co-workers regarding software used to complete interlibrary loans (e.g., Norton Commander, WordPerfect 6.0, ProcommPlus).

**Level A**

Listens to inquiries and provides information to clients regarding location of materials, status of the search, costs associated with borrowing the material, and the searching procedures.

Listens to inquiries and explains Provincial Library interlibrary loan policies and procedures to the public and client libraries so they are aware of conditions and requirements of responding to requests.

Delivers one-on-one training sessions to co-workers regarding software used to complete interlibrary loans (e.g., Norton Commander, WordPerfect 6.0, Procomm Plus).

**Factor 4 - Responsibility For Work of Others ( 3 )**

**Level 3**

Has shared responsibility for the work of 3 FTE's which search for and verify locations of requested information. This includes: assigning, distributing, organizing, coordinating and prioritizing their work; monitoring the achievement of goals and objectives; ensuring the search quality and quantity standards are met.

**Factor 5 - Job Knowledge ( 4B )**

**A. Level 4**

Requires knowledge of provincial, national and international client libraries' interlibrary lending policies and procedures (e.g., restrictions, costs, technologies used to receive requests, etc.) to determine where and how requests are to be sent.

Requires knowledge of bibliographic reference tools and electronic (on-line and CD-Rom) databases and catalogues (e.g., Books In Print Plus and Baker & Taylor), including networks (e.g., PLEIS) accessed through the Internet. Knowledge is applied to determine extent and depth of search and possible lender locations to send requests, and to clarify/verify loan information if requested material is not clearly cited or searching is incomplete.

Requires knowledge of library communications software to receive, send and track history of interlibrary loan requests.

Knowledge is normally obtained by a Library Technician Diploma (2 years).

**Level 3**

Requires knowledge of the operation of a personal computer, and word processing and spreadsheet software to enter and compile interlibrary loan statistics, and format and generate reports.

**B. Level B**

Requires knowledge of Provincial Library services for receiving, filling and sending interlibrary loan requests. This knowledge includes: material and locations for interlibrary loans; responsibility and requirements for care, mailing and packaging of materials; eligibility of certain libraries for borrowing and/or lending; restrictions on material and locations; and interlibrary loans service charges, in order to determine locations for requesting and providing loan material.



Requires knowledge of lender libraries' symbols for recording and tracking loan requests.

Requires knowledge of client library needs such as: deadlines for material requested; willingness to pay loan charges from location libraries; and methods used to send and receive requests (e.g., fax, electronic mail).

Requires knowledge of InterLEND, DYNIX, ELM, Envoy, ProComm Plus, Refcatss, Amicus, Telnet, NetScape, Norton Commander, WordPerfect 6.0, Lotus 123, and CD-Rom disk drives, typewriter, calculator, and on-line catalogue terminals to type/enter, format, send, review and obtain data. Requires knowledge of the operation of a Decwriter for receiving and printing electronic mail.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 20 hours per week entering data using a computer keyboard. (3D)

On average, spends 15 hours per week exposed to loud noises such as printers and telephones, from working in an open office environment; and eyestrain caused by glare from reading information on computer screens. (2C)

On average, spends 2 hours per week in contact with photocopier toner and repetitive writing movements when recording loan statistics (1.75). (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, for 28 hours per week reviews catalogues and databases, enters data to computers, delivers InterLEND presentations, compiles statistics, records and codes invoices. (2D)

On average, for 8 hours per week faxes and photocopies materials; relays loan status information to others; sits, stands and intermittently walks (to deliver fax messages or requests to co-workers, and to and from office equipment). (1B)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, 25 hours per week requires accuracy of physical movement while keyboarding information on computers and library network system; separating and sorting Decwriter and printer messages; writing to record statistics and invoices; and preparing materials for mailing (i.e., stuffing envelopes, and attaching labels, stapling and date stamping). (2D)

For 11 hours per week, neither accuracy nor speed of physical movement is a major consideration. (1B)

**EP; CD #147**  
**Housing Inspector**  
**Construction Services**  
**Municipal Government**  
**Occupational Code: SFPS**  
**Level 9**

**November 22, 2010**

### Main Purpose

Provides technical expertise and services to Housing Authorities (HA's), non-profit groups and other government departments regarding property management operating and maintenance functions, modernization and improvement (M & I) repairs, life safety systems, tenant safety, inspection and contract administration, related to the government's social housing programs, in an assigned region of the province.

### Primary Responsibilities

Performs preventative maintenance inspections on HA units to improve the longevity of the buildings, and provides advice to HA officials in the development of maintenance and M & I plans; reviews M & I annual budgets, discusses changes with HA officials, and recommends to the Housing Authority and the Branch Manager, budget adjustments.

Provides contract administration on repair contracts, which includes writing up the scope of work, issuing work orders under \$5,000, compiling tender packages for work from \$5,000 to \$50,000 for approval by the Manager, opening tenders, negotiating costs if bids are too high, monitoring the progress of construction projects for compliance with contract documents, determining substantial performance of construction projects which initiates the lien period, and certifying contract payments based on on-site inspections and evaluation of the work completed. These payments are approved by the Manager (who is not on-site) based on the information and certification provided by the inspector.

Inspects new construction and renovation sites for compliance with plans, specifications, building code requirements, acceptable construction practices, and government program guidelines (e.g. Residential Rehabilitation Assistance Program (RRAP), Home Modification for the Disabled Program, Post Occupancy Corrections Program (POC), Housing Assistance for Seniors); identifies deficiencies (e.g., code infractions) and instructs the contractor on what is required to correct the situation in order to comply with the code; and writes inspection reports.

Provides technical advice to HA's, non-profit groups,

mortgage clients, contractors, and other government departments on construction-related matters such as life cycle costing, building design, tendering, contract administration, code requirements, building security and materials handling safety. Consults with municipal officials regarding municipal building bylaws. Provides advice, based on plan reviews and site inspections, to architects and engineers regarding code requirements, building infractions and design requirements.

Tests life safety equipment (e.g., enter-phones, fire alarm systems, and sprinkler systems).

Provides recommendations to the Manager on proposed initiatives and policy changes (e.g., post occupancy repair guidelines; annual inspections of fire alarm systems).

Designs and participates in the delivery of technical workshops related to property management.

### Factor 1 - Problem Solving (4A)

Problems relate to the interpretation and application of building codes, construction plans, involving serviceability and appropriateness of changes, designs, materials, to meet the needs of the clients and other users.

#### **Level 4**

Problems include:

1. Water seeping into basement of a 30 units seniors' residence.
2. Existing housing has flaws such as layout, disability systems, health hazards or fire and safety issues.

Solutions include:

1. Inspecting the site; identifying the type, source and entry point of the water; researching and evaluating any flaws in design; construction materials or deterioration of conditions; analysis consists of checking the type of water, the soil type and porosity, water table, water make, surrounding topography; determining the cost of practical solutions such as, waterproof, replace or repair basement walls, repair or change internal plumbing systems, change outdoor watering systems or grade levels; evaluating and installing an internal or external well and pump system to dispose of the water by determining the water produced, size of well, pump and piping required as well as disposal area for water.

2. Reviewing present conditions and reason for deterioration or problem; analysing conditions, requirements, design, materials and equipment available, new styles and designs along with cost analysis; assessing different options, approaches and any impact on future construction or renovations; determining the appropriate solution and ensuring work is completed correctly by the contractor.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Makes decisions within policies or regulations where the majority of these decisions are accepted without review. Decisions include: doing cost estimates and scope of work required for building repairs; determining substantial performance of construction projects; and directing Housing Authority Managers to have repair work done to HA units.

Depending on the types of contracts within the region or grants available, makes decisions outside policy which may be as frequent as monthly or as infrequent as quarterly, such as waiving the code requirement for rolled roofing or 15 lb. felt outside the overhang of a roof, which is required by the code to eliminate water leaking into the attic due to the melting of snow build-up (e.g., if the work was already done and the building is in a region of the province where there is not likely to be significant snow build-up).

#### **B. Level C**

Tests fire alarm systems in housing projects to ensure they are functioning. Inspects construction sites to verify that projects are being completed in accordance with regulations and specifications so the finished product will be safe for residents. Inspects existing buildings to identify needs for repairs where there is a threat to tenant safety. Decisions are made weekly, such as: instructing HA to have a faulty fire alarm system repaired within 48 hours; contacting a contractor to repair a collapsed chimney discovered during an inspection; withholding payments to contractors or stopping work at a site until violations (e.g., pouring concrete when the temperature is too cold) are corrected and building meets required safety standards.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Conflict situations occur when: HA Board members want the construction done a certain way regardless of what the contract says; RRAP client wants repairs to their unit that don't qualify under the program; tenant believes the work done by the contractor was poor quality or incomplete (e.g., tenant thinks windows should be replaced rather than repaired) and will not let the contractor into the unit; HA Board has a rural house painted inside with latex paint, the contractor applies the paint in accordance with the specifications in the contract, the latex paint starts coming off because the HA had the house previously painted with an oil-based paint even though it was not in accordance with approved specifications, the HA believes the contractor should remove the latex paint and repaint the house at the contractor's expense, the contractor maintains that all terms of the contract were followed, and the tenant wants their unit fixed.

Conflict is resolved by providing explanations so that the parties understand why the work was done the way it was, that contract documents and legislated requirements must be adhered to, guidelines for what is eligible under the RRAP program and options available to the client, and explaining to each party their obligations in achieving a resolution to the problem.

Conflict between tenants and contractors is resolved by meeting with both parties so that each understands the other's opinion, reviewing and explaining the terms of the contract document, and, if the work was in accordance with standards, explaining to the tenant what the contractor did and why, so that the client understands why their complaint is unfounded.

Negotiates costs with contractors (e.g., the cost of changes to be done that were not in the original contract; when a tender comes back, if the lowest bid is much higher than what this job considers reasonable).

Occasionally acts as an expert witness in court to provide evidence based on inspections and cost estimates requested by the R.C.M.P. for their investigations of construction fraud (e.g., contractor significantly overcharges a resident for work done).

#### **B. Level C**

Requires verbal and listening skills to understand, interpret and explain engineering and architectural terminology, blueprints and code requirements (e.g., what the requirements are and why) to contractors, architects and homeowners, such as: requirements for

joints in the quarter span of a beam, requirements for the installation of angle irons on fire dampers; how to install a vapour barrier on the overhang of a house; explaining code requirements for the installation of fire alarm systems; explaining that the results of a concrete slump test show that the slump is too high and more gravel and cement must be added to the concrete.

**Level B**

Requires verbal communication skills to: give workshops and presentations to tenants, contractors, and the general public on contract administration, accessibility standards, Life Safety Training; and to provide technical advice to non-profit groups, mortgage clients, contractors, municipal officials, architects, engineers, and other government departments on construction-related matters such as life cycle costing, building design, tendering, contract administration.

Requires written communication skills to write detailed inspection reports for review by HA personnel and by the Manager, Construction Services.

**Factor 4 - Responsibility for Work of Others (3A)**

**Level 3**

Shares responsibility with the volunteer boards for the work of the housing authority managers: monitors the achievement of goals or objectives, ensures quality and quantity standards are met, coaches for ongoing performance improvement and demonstrates job functions and procedures through conducting maintenance inspections and training sessions.

**Level 1**

Checks letters of award, site instructions, scope of work and contract documents that are typed by the branch support staff.

**Factor 5 - Job Knowledge (5E)**

**A. Level 5**

Requires knowledge of building design and architectural graphics and drafting, structural mathematics, design theory and environmental systems to review plans and identify changes; residential and commercial construction practices, National Building Code, and material standards and specifications (e.g., accessibility standards, heating systems, fire alarm systems, drywall, flooring, roofing, plumbing) to inspect construction sites, explain deficiencies to contractors and write up scope of work.

Knowledge is typically obtained through a technical institute graduation in Architectural Engineering Technology or Civil Engineering Technology, or equivalent however the application of knowledge is deemed equivalent to a degree level.

**B. Level E**

Requires knowledge of residential and commercial plumbing, heating, electrical, carpentry, cement work and maintenance and renovation aspects of federal/provincial social housing programs (e.g., Rural and Native Housing, Prairie Housing Development - Non-profit, mortgaged units, RRAP, POC) in order to advise tenants, other Housing Division staff, HA Boards, municipal officials, contractors, engineers, architects regarding construction, renovations and repairs under the programs [e.g., program requirements and eligibility guidelines, what work qualifies under each program, client qualifying income, client financial accountability, what is the maximum grant/loan that a client can receive, project item qualification, what funds are advanced and to whom, who pays the contractor (contractor paid directly or through the client), what other programs would be better suited to the client's specific situation].

Requires knowledge Federal and Provincial Acts and Regulations policies and procedures relating to the inspection, maintenance, and modernization and improvement of social housing in the province, including: all building codes contract administration and builders' liens to compile tender packages and contract documents, determine substantial completion of projects by contractors and to recommend payments; use, storage and identification of hazardous products (e.g., pesticides, boiler chemicals, cleaning agents); tendering processes; HA budget and maintenance planning; building material specifications approved for social housing construction and their costs. This knowledge is applied in performing site inspections, testing life safety equipment, reviewing building plans, reviewing HA budgets, developing maintenance plans, estimating construction costs, writing change orders and work orders, advising HA managers and caretakers on maintenance and cleaning standards; and negotiating contract terms.

Requires knowledge to use the equipment, such as CO<sup>2</sup> monitors, light and sound meters, 2-way radio, camera, calculator, terminal, land survey level and transit.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, 2.5 hours per week involves performing inspections outdoors in extreme weather conditions and travelling where there is severe restriction in visibility. (5B)

On average, 3 hours per week involves working in the open at heights over 10 feet (e.g., to inspect roofs or buildings under construction), inspecting building sites where radon is present; inspecting excavations and performing inspections of fire-damaged or vandalized/abandoned buildings where structures are not sturdy. (4B)

On average, 5.5 hours per week involves exposure to loud noise over 85 decibels while testing fire alarms; and travelling in adverse weather. (3B)

On average, 5.3 hour per week involves interacting with rude/impolite people (e.g., client upset because they believe that work done on their unit is poor quality), exposure to contamination while performing inspections of buildings containing sewer backup and word-processing 4 hours (2B)

On average, 23 hours per week involves driving in good weather conditions, writing reports in the field (4 hours), performing inspections where floors are slippery and exposure to dust and cleaning agents when performing inspections. (1E)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends .75 hours per week climbing ladders to inspect roofs or open areas above the ground. (3A)

On average, spends 19.25 hours per week conducting inspections (walking and standing up to 4.5 hours at a time, walking on rough terrain when inspecting excavations), climbing on open joists, kneeling and crouching when inspecting confined spaces such as crawl spaces and attics, around boilers and water heaters; reading building plans, wordprocessing, conducting presentations; interacting with rude/impolite people, and driving in adverse weather. (2C)

On average, spends 17.3 hours per week sitting to do office work, driving in good weather, and lifting up to 8

kgs. (e.g., briefcase, laptop computer). (1C)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, accuracy of physical movement is a major consideration 24 hours per week when: keyboarding, writing, using a survey level and transit, using carpentry tools and small power tools such as a hammer, power saw, power drill (e.g., to board up abandoned buildings or do minor repairs such as replacing taps and doorknobs), driving, climbing ladders and climbing on open joists. (2D)

On average, neither speed nor accuracy of physical movement is a major consideration 13.3 hours per week. (1B)

**EP; CD #148**  
**Planning Coordinator**  
**Community Planning**  
**Municipal Government**  
**Occupational Code: SPTW**  
**Level 6**

**December 2009**

### **Main Purpose**

Performs technical review, research and analysis of subdivision and development plans, municipal zoning amendments, road closures and property expropriation.

### **Primary Responsibilities**

Examines zoning and development proposals for conformance to municipal, provincial and federal laws and standards. This includes flood prone areas, compatibility, such as a residential area near an intensive livestock operation, road widening or closures and physical geography. The work requires studying maps, provincial laws, standards, air photos, physical on site checks and recommends approval of plans.

Provides advice and information to Municipal governments, land developers and their agents on Federal, Provincial and Municipal development laws and practices.

Maintains information on developments, zoning bylaws, air photos and maps, both hard copy and computerized.

### **Factor 1 - Problem Solving (3)**

Problems relate to zoning and subdivision development and change.

#### **Level 3**

Problems include:

1. A developer does not have the use of a large enough landfill site or sewage lagoon to accommodate proposed enlargement of a subdivision.
2. The topography of a proposed subdivision is not suitable for residential development.
3. A developer applies for approval of a lakeshore subdivision on a flood-prone area.

Solutions are achieved by:

1. Checking subdivision regulations, zoning bylaws, health regulations and the Planning and Development Act. Checking with the rural municipality and the provincial park involved to

determine exactly what the problems are.

Explaining the requirements and encouraging the three parties to work out the problems related to cost, placement and size of a landfill and sewage facility.

2. Obtaining information on possibilities and alternative subdivision designs or methods of road construction from Highways and Transportation, Environment and Resource Management and SaskWater. Checking reports on slumping and flooding. Doing a site inspection and checking air photos, subdivision regulations, zoning bylaws, health regulations and the *Planning and Development Act* to fully understand the problem and analyze it, looking for possible solutions. Requiring redesign of the subdivision, taking into account unstable, eroding and steep terrains and water drainage.
3. Checking and reviewing legislation and obtaining information from Environment and Resource Management, Highways and Transportation, SaskWater, Health and utility organizations. Setting developmental standards based on requirements (e.g., distance from flood plain for construction of roads, houses etc.), facilitating and negotiating agreements between the local government, Water Corporation and the developer.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Has independent authority to refuse plans of municipal governments, developers, lawyers and surveyors in relation to the *Planning and Development Act*, subdivision regulations and zoning bylaws.

#### **B. Level B**

Makes corrective decisions on a weekly basis to alleviate conditions which may pose a threat to the safety of the public and/or the environment such as flooding, slumping, too close to landfills, lagoons, or livestock operations. Establishes protective measures for development in environmentally sensitive areas and improves the design of proposed subdivisions.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Required to provide solutions and coordinate negotiation between developer, lawyers, municipal governments and provincial government departments by coordinating a meeting of the parties and recommending alternative solutions to persuade them to agree on development, including location, waste disposal, roads,

lighting, signs, cost sharing etc.

### **B. Level C**

Required to interpret provincial legislation and municipal bylaws, read blueprints and proposals on developments and listen intently to proposals. Communicates with architects, land developers, community planners and engineers, Saskatchewan land surveyors, using technical terminology related to community planning, land development and associated infrastructure in order for them to understand and/or make required changes to subdivision and development plans, etc.

### **Level B**

Writes and delivers presentations and handouts for municipal governments and developers on subjects such as sub-dividing land, municipal reserve options, community planning, zoning bylaws and appeal boards.

## **Factor 4 - Responsibility for Work of Others (2)**

### **Level 2**

Responsible for checking written descriptions prepared by the registrars of the local land registration district, the chief surveyors office and government lawyers. Plans of proposed changes and plans of survey prepared for government buildings, roads, etc., are examined for accuracy. The errors must be corrected before the job will process the requests.

### **Level 1**

Responsible for the secretaries typing of the final notice of decision. It must be accurate as it is a legal document.

## **Factor 5 - Job Knowledge (4C)**

### **A. Level 4**

Requires knowledge of community planning theory and practises, geometry, map and air photo interpretation and survey. This knowledge is normally obtained through two years of technical school training in community planning in order to read, interpret, understand and to check the accuracy of plans and proposals submitted to the department.

### **B. Level C**

Requires knowledge of provincial and federal health, environment, highway, water rights, land registry and survey and applicable municipal government legislation, as they pertain to subdivision development in order to

review and analyze proposed changes to ensure conformance to development requirements.

## **Factor 6 - Working Conditions**

### **Overall Rating - 2A**

On average, spends 3 hours per week exposed to threats of physical harm from land owners and animals when doing site inspections in remote areas, travelling in poor visibility when returning from meetings, or checking sites. (5B)

On average, spends 17 hours per week travelling in adverse weather, interacting with rude and impolite clients, falling while walking through brush on sloping ground, checking landfill sites and sewage lagoons where footing is treacherous (2 hours per week); working on a computer (10 hours per week), and being interrupted by clients while working under tight deadlines (5 hours) when there is a legislated turn around time. (2D)

On average, spends 16 hours per week in contact with insects and ammonia from blueprint machine and travelling in good weather. (1D)

## **Factor 7 - Demand**

### **Overall Rating - 3A**

On average, spends .3 hour per week inspecting sites that are covered in dense underbrush or rough terrain. (3A)

On average, spends 24 hours per week entering data on a computer, preparing certificates of approval (a legal document), studying proposals, writing letters, checking maps or photos, giving presentations and answering questions at meetings, walking in landfill sites, and interacting with rude and impolite people. (2D)

On average, spends 13 hours per week driving in good conditions, and talking on the phone and attending meetings. (1B)

## **Factor 8 - Coordination**

**Overall Rating - 2A**

On average, speed and accuracy are required 3 hours per week when word processing documents to meet legislated deadlines . (3A)

On average, accuracy of physical movement is required 7 hours per week typing reports and letters and entering data into the computer. (2A)

On average, 27 1/3 hours per week neither speed nor accuracy of physical movement is required. (1D)



EP; CD #149

December 2009

**Draftsperson**  
**Engineering Services Division**  
**Sask. Highways and Transportation**  
**Occupational Code: SDPW**  
**Level 6**

### Main Purpose

Designs and develops draft designs and blueprints for a variety of Engineering Services Division construction projects.

### Primary Responsibilities

Using Computer Assisted Drafting (AutoCAD) and/or manual drafting techniques, prepare detailed plans for highway grading projects, overpasses, granular crushing projects and deposit sites, right-of-way property purchases and speciality projects involving highway signage, pavement markings, guard-rails etc.

Reviews and compiles calculations and information from field notes, legal surveys, CSMA base maps and other sources ensuring the information is accurate and adequate for the desired plan.

Provides Project Managers with technical support regarding plan designs and assigns projects to field survey crews.

Prepares and provides detailed plans to various external agencies on areas of common interests (i.e., SaskPower, SaskTel, SaskEnergy, Water Corp., Railways, etc).

Maintains, orders and distributes survey equipment, office supplies and drafting equipment (i.e., plotters, and computers).

Trains and advises departmental staff in the use of AutoCAD and maintenance of software programs and drafting files.

### Factor 1 - Problem Solving (3A)

Problems are associated with developing detailed plans and blue prints for a variety of Engineering Services Division construction projects.

Problems include:

1. Reference data submitted by a field survey crew indicates the location of a new structure that encroaches on underground utilities or private property.

2. A Project Manager requests clarification on a complex plan (high volume interchange) design that appears inappropriate for the given application.

Solutions are achieved by:

1. Identifying and analysing information provided by the field survey crew and comparing it against existing information including aerial photographs, legal, structural dimensions and specifications and right of way allowances. Once all variables are considered a choice is made on how to complete the project plan.
2. Reviewing and analysing technical data that was used to develop the plan and comparing it with design specifications to determine if errors have been made. If the technical data (e.g., site measurements) is inconsistent with information previously obtained, direct on site survey crew to revisit the site and gather additional information relating to the concern. Based on the survey results, determine if changes to the original plan are required or provide explanations and reassurance to the Project Manager regarding the initial construction project plan.

### Factor 2 - Decision Making (4C)

#### **A. Level 4**

Has independent authority to make decisions within operating policy, the majority of which are accepted without review. Decisions include determining the size, scale, layout and presentation of plans/blueprints ensuring clarity of information and the accuracy and completeness of information presented in the draft plan.

#### **B. Level C**

Less than once per week identifies and corrects flaws (e.g., mathematical calculations and location of bridge supports) in construction site draft designs others have prepared. Undetected, these errors would lead to the building of defective roadways or structures and cause accidents resulting in severe physical injuries or death.

### Factor 3 - Human Relations Skill (2C)

#### **A. Level 2**

Provides detailed explanations regarding drafting standards/specifications to department staff and contractors and answers questions regarding drafting standards and policies.

**B. Level C**

Verbal, written and listening skills are required to transfer technical information (design specifications, grade elevations, legal boundaries) to field crews and consultants on exacting construction plan specifications. On site officials may disagree with design specifications and challenge the plans validity.

**Factor 4 - Responsibility for Work of Others (2A)**

**Level 2**

Responsible for checking and verifying data collected and submitted by onsite field survey crews. Directs the originating field crew to correct any errors and checks to ensure the correction(s) have been made.

**Factor 5 - Job Knowledge (4B)**

**A. Level 4**

Requires formal knowledge typically gained through the completion of a two-year technical drafting course using computer aided drafting techniques or equivalent. Requires knowledge of computer programs such as AutoCAD, DADOverlay, EMXS in AutoCAD, Windows 95, and Microsoft Office.

**B. Level B**

Requires program knowledge of Survey System of Sask., Drafting Standards Manuals, Design Manuals, Traffic Control Devices Manual. Requires knowledge of highway maintenance and construction programs and procedures (grading, signage, and pavement markings.) Knowledge is applied through the development of draft plans and advice to departmental and contracts staff.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 31 hours per week operating a hand held mouse developing project related draft documents. (3F)

On average, spends 5 hour per week exposed to unpleasant odours (ink, ammonia) while operating blueprint machine. (1A)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 31 hours a week drawing detailed blueprint documents via the computer and hand held mouse. (2E)

On average, spends 5 hours a week photocopying blueprint documents. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, spends 31 hours a week operating a hand held mouse preparing draft documents. (2E)

On average, spends 5 hours a week answering questions and making presentations to department staff. (1A)

**EP; CD #151**  
**Construction Project Supervisor**  
**Engineering Services Division**  
**Highways & Transportation**  
**Occupational Code: SHES**  
**Level 8**

**November 2009**

### **Main Purpose**

Responsible for monitoring, inspecting and controlling private contractors working on highway construction projects.

### **Primary Responsibilities**

Inspects and monitors major construction projects from the time construction commences through completion and final evaluation of the project.

Assesses the progress of projects (e.g., grades, elevations, locations, dead lines, raw material quality and quantities, densities) ensuring that all design standards and specifications are adhered to.

Supervises the work of seasonal and part time technicians and survey staff.

Ensures the construction site is in compliance with all safety standards (e.g., signage, construction procedures involving heavy equipment on public roadways) stopping construction, if required.

Conducts surveys to obtain information used in the design of new roads (e.g., geographic location, calculating curves, elevation, cross sections and drainage).

Monitors and collects data from on site soil checks and testing procedures (e.g., scales, sieves, portoprobe, and densities).

Compiles information for the preparation of tender packages and for the purpose of determining payment (e.g., quantities of materials used, numbers of culverts installed, clearing completed).

### **Factor 1 - Problem Solving (3)**

Problems relate to on site monitoring of highway construction projects performed by private contractors.

### **Level 3**

Typical problems include:

1. A section of new grade is failing.
2. Drainage complaints and concerns from landowners adjacent to the construction site.
3. Surface defects on surfacing contract.

Solutions are achieved by:

1. Checking and analysing the grade to identify the cause of the problem (e.g., topsoil or silt in the grade, poor compaction, wet materials or subsurface water infiltration) by removing surface layers. Visually check the materials during this process and take samples testing (e.g., plasticity index test) to determine the moisture content and type of soil/aggregate that was used (e.g., too much silt, or topsoil). If testing indicates the material is at fault the contractor is notified and directed to remove and replace the material. In the event the grade continues to fail additional on site exploration will be required to establish the cause (e.g., under ground spring) to arrive at an appropriate solution (e.g. weeping tile, new aggregate design.)
2. Analysing and reviewing the existing highway control section files for any previously registered complaints and checking the new design and construction notes for possibilities of drainage problems to occur. Talking to the farmer and documenting his concerns. Viewing aerial photos to determine drainage patterns by comparing present day drainage to that in the past. Determining if local farming practices or trenching in other areas may have created the problem. Having a survey crew assess the site to check the drainage and determining the present natural drainage. If the problem resulted from other individuals up stream inform the farmer to contact Sask Water. If the problem has been created by department work, determine appropriate method to resolve (e.g., lower a ditch or culvert, change grade allowances, placement or removal of culverts).
3. Identifying and analysing the bituminous surface for contaminants such as a diesel fuel or clay and comparing the quality of the asphalt mix to design standards. Determining if the defect is a structural problem or non-structural (e.g., sub base or mix design) and severity of surface segregation. Once a cause has been determined corrective actions are taken to rectify the defect (e.g., apply flush or slurry sealant) or the contractor is instructed to remove and replace the entire faulty section.

### **Level 2**

1. Road surface materials are not at the required

compaction.

Solutions are achieved by:

1. Using soil-testing equipment (e.g., density checker) to determine if additional compaction is required, requesting additional packing operations and continuing testing in the area until the surface reaches the desired density.

### **Factor 2 - Decision Making (4E)**

#### **A. Level 4**

Makes decisions within departmental policy and guidelines, the majority of which are not reviewed. Decisions include where and how to dispose of waste materials, implementing established methods of work (e.g., determining how to put in a culvert) and stopping work at the construction site due to unsafe working conditions (e.g., fog or darkness).

#### **B. Level E**

Alleviates physical threat to others (e.g., motoring public and contractor staff) on a daily basis by determining when conditions are no longer safe to continue working. Decisions include: making changes to construction processes, detouring traffic around site, establishing traffic control through site, change-working procedures for survey crews working near heavy equipment, halting construction in poor visibility, designing safe corridors for the motoring public to pass through construction zones and authorizing changes to construction signage.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Persuades private contractors to comply with standards and requirements that are specified in the construction project contract (e.g., gravel compaction, quantity and quantities of materials hauled.) Resolves on site conflicts by defending contractual specifications and monitoring the projects to ensure all provisions are adhered to.

#### **B. Level C**

Verbal, written and listening skills are required to provide technical information resulting from engineering testing procedures on soil densities, mix designs, survey results and design specifications to contractors and Project Engineers. Test results can add significant cost to the construction project (additional

compaction time required to achieve densities, removal and replacement of costly materials) and are often challenged by the contractor.

#### **Level B**

Explains to landowners why departmental staff are working on or near their land and responds to inquiries from the motoring public regarding detours, traffic delays and road conditions.

### **Factor 4 - Responsibility for Work of Others (5)**

#### **Level 5**

Full supervisory responsibility for 4 FTE's (Engineering Technicians and Checkers).

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires knowledge of algebra and trigonometry to calculate angles, distances, etc. Knowledge of mathematics/trigonometry is applied when staking construction designs for contractors to comply with the design plan. Requires knowledge of survey, soil and asphalt testing methods and procedures; statistics, calculus, data collection techniques and standards; pavement design construction standards; work zone signing procedures, first aid and flag training. This knowledge is normally obtained through a two year Engineering Assistant course.

#### **B. Level C**

Requires knowledge of the terms and conditions of contracts which outline the specific services (e.g., soil testing, and surveying) that the department has agreed to provide to contractors on each assigned project. Requires knowledge of department specific software packages and applications (e.g., EMXS, EXCEL, and FIELD) to enter and retrieve data used for highway design. Requires knowledge of departmental tendering processes to collect information (maps, materials amounts etc.) for the Resident Engineer to put the tender packages together.

Requires knowledge of the operation and maintenance of data collection equipment (e.g., nuclear densometer, profilograph, electronic distance measurement, transit and level, total station) in order to operate the equipment to collect survey and soil data.

Requires an understanding of highway design methods and construction and maintenance techniques and

practices of the department in order to understand the needs of design engineers and know what field data to collect. Knowledge of design methods and techniques is also applied when surveying and staking out designs on site for contractors (e.g., setting up area that must be cleared in order to have required sight triangles, standards and specifications for different types of roads).

Requires knowledge of safety and traffic control procedures in order to operate safely and within requirements (e.g., setting up signing at construction sites).

Knowledge is applied monitoring, inspecting and controlling work being performed on major highway construction projects.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 4A**

On average, spends 2 hours per week driving in extreme weather conditions (e.g., low visibility). (5A)

On average, spends 31 hours per week working around areas where vehicles are travelling at unsafe speeds through work zones and working around moving heavy equipment. (4E)

On average, spends 2 hours per week exposed to loud noises (less than 85 decibels) from equipment. (2A)

On average, spends 2 hours per week exposed to insects, dust, dampness, smoke, and the sun; and strain from repetitive movements (e.g., data entry) (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 31 hours a week operating survey and soil analysis equipment, data entry/composing letters to contractors, and measuring distances, crouching and walking on rough terrain/underbrush. (2E)

On average, spends 6.5 hours a week walking on even surfaces, standing when talking with the supervisor and contractors and carrying stakes (less than 8 kg.). (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

On average, spends 31 hours per week requiring accuracy of physical movement while setting up and operating survey and soil equipment at construction sites, using instruments to measure distances and entering data on lap top computer. (2E)

The remaining 6.5 hours per week requires neither speed nor accuracy of physical movement. (1A)

**EP; CD #155**                      **September 2007**  
**Highway Materials Supervisor**  
**Operations Division**  
**Department of Highways and Transportation**  
**Occupational Code: SHMS**  
**Level 7**

**Main Purpose**

Responsible for locating, testing, acquiring and maintaining granular material supplies for the construction and maintenance of the provincial highways in a designated geographic area.

**Primary Responsibilities**

Responsible for the work of backhoe and drill crews, and maintains testing equipment in safe working condition.

Evaluates needs and oversees the maintenance of granular material supply for the construction and maintenance of the provincial highway system.

Reviews aerial photo terrain studies for the search and purchase of new granular deposits.

Checks environmental concerns or issues against environmental policies and regulations (i.e., SERM administrated) and heritage site policies.

Trains personnel, arranges employees' accommodations and supplies yearly work list for material testing personnel.

Supplies gravel to private sector entities (i.e., rural municipalities, contractors, land owners) in accordance with department policies.

Tracks and monitors budgets, and completes annual reports for all gravel acquisitions and dispositions.

Keeps pit plans and logs updated for each material location.

Obtains entry permits to gain access to gravel locations and issues entry permits for entities requiring access to provincial land (easements, right of ways: employees, telephone employees, power employees, pipeline companies and seismic crews).

Monitors assigned construction contracts ensuring all work is completed on schedule and in accordance with approved plans.

Responsible for and attends tender openings, views and assesses bids and notifies successful and unsuccessful bidders.

**Factor 1 - Problem Solving (3)**

Problems relate to gravel pit maintenance, purchase and access.

**Level 3**

Problems include:

1. Environmental issues such as buffer zones, water regimes, wildlife disruption and historical significance of sites (e.g., tepee rings in worksite).
2. Erroneous results due to testing procedures and sample collection.
3. Having valid information for negotiating offers to purchase land sites and the removal agreements for granular material.
4. Disputes over lessees and land claims.

Solutions are achieved by:

1. Applying environmental regulations, analysing soil results, checking plans and contacting the Heritage Branch of the Department of Municipal Government.
2. Ensuring pit information is correct and up to date, performing data checks, reviewing test results, and ordering tests as required.
3. Utilizing aerial searches, drill test results, history of other deposits, pitlog information and inspecting haul routes to acquire needed information.
4. Analysing alternate sources to decide whether to expropriate (e.g., economic analysis of quality and quantity of potential site acquisitions) and negotiating a settlement or locating an alternate source of materials.

**Level 2**

Problems include:

1. Payment collection, over extraction of material from a site, theft of gravel, pit utilization and resource allocation of material from department gravel pits.
2. Scheduling of work for both public sector and private sector (backhoes) workers.

Solutions are achieved by:

1. Ensuring payment and material removal records are maintained, inspect pit clean up and send out requests for material removal to users.
2. Informing private contractors of hours of work and going over governing policies before the work starts, discussing areas of construction and repair with affected department personnel.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Makes granular material acquisition and disposal decisions within standards, practices and procedures relating to highway construction materials. The majority are not reviewed and include: approving or denying gravel leases to other agencies or private individuals, permitting gravel removal from pits, designating equipment usage, making pitlog changes (deletions, additions, editing), designating work areas in pits and developing work schedules and work planning.

#### **B. Level B**

Threat to the safety of staff is present if testing and other equipment is unsafe to operate. Based on information, decides (weekly) to either have the equipment repaired or replaced. Threat to the environment or historical sites is present when obtaining or expanding new gravel sites. Approximately 4 times per year, makes decisions on a project to project basis to ensure no historical or environmental threat is present. In these cases, corrective actions include deciding not to use a site or ensuring compliance with environmental regulations.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Requires negotiating settlements with private contractors and landowners where gravel has been removed without proper authorization. Requires defending own decisions and explaining established policy and procedures to complainants from Rural Municipalities (e.g., payments on land purchases or removal agreements, gravel pit clean up complaints), contractors (e.g., unacceptable pit clean ups, unauthorized gravel removal), land owners (e.g., setting of gravel pit purchase prices, overdue permit payments and environmental issues affecting the pit location).

#### **B. Level B**

In conjunction with colleagues, establishes field testing, lab testing and pitlog system manuals outlining standards and information gathering techniques used by all employees, not just subordinates.

#### **Level A**

Provides information to Municipalities and private individuals on gravel sale and extractions policies. Informs utility companies and other government agencies (SERM) on department policies and standards for highway crossing and right of way utilization by others.

### **Factor 4 - Responsibility For Work Of Others (5)**

#### **Level 5**

Has direct assigned responsibility for the work of 4 and up to 6 FTE's.

#### **Level 1**

Verifies aspects of other department employees' work (i.e., Junior Engineering Assistants survey results and pitlog information, Lab Supervisors test results and pitlog information, Secretarial staff for proper permit completion, pit reports and correspondence). If work is not properly completed, the project manager (not this job) is responsible for corrective actions.

### **Factor 5 - Job Knowledge (3C)**

#### **A. Level 3**

Requires knowledge of geotechnology in order to interpret survey data and results and for soil testing information gathering and analysis. Requires knowledge of survey technology for the ability to obtain measurements and angles that are transferred into gravel pit development plans. Knowledge of soils analysis, granular sub-grade analysis and surfacing structure design are required for providing direction towards soil sampling and for the proper selection of materials to be used in the construction and repair of the provincial highways. Formal knowledge of AutoCad is required for changing plans and operating computer aided drafting programs.

#### **Level 2**

Requires knowledge of geometry, chemistry and physics in order to mix soils and chemical solutions for testing.

**B. Level C**

Requires knowledge of the department's programs related to asphalt technology for material identification and requirements for hot mix projects. Requires knowledge of departmental criteria for air-photo interpretation and terrain analysis for the identification of most likely prospects or deposits of granular materials. Requires knowledge of department processes for the purchase of property and to obtain removal agreements for materials.

Requires knowledge of entry permits to obtain same to gain access to gravel locations and issue entry permits for entities requiring access to provincial land. Requires knowledge of government budget process in order to track and monitor budgets. Requires knowledge of department record keeping related to pit plans and logs for material locations and the acquisition and disposition of gravel to maintain same. Requires knowledge of environmental and heritage site programs of government in order to comply with policies and legislation when selecting sites for material locations.

**Factor 6 - Working Conditions****Overall Rating - 1A**

On average, spends 2 hours per week conducting gravel pit inspections close to operating equipment. (4A)

On average, spends 6.5 hours per week travelling off road and in adverse weather (e.g., rain, snow, ice). (3B)

On average, spends 12 hours per week keyboarding (10 hours) and interacting with rude and impolite people with complaints. (2C)

On average, spends 8 hours per week drafting, writing in logs and driving in good conditions. (1C)

**Factor 7 - Demand****Overall Rating - 3A**

On average, spends 1 hour per week walking through dense underbrush when searching for gravel and lifting soil samples weighing over 18 kgs. (3A)

On average, spends 27 hours per week kneeling, crouching, stooping and walking on tough terrain when soil sampling and lifting and pulling weights weighing between 8-18 kgs., keyboarding, drafting, reviewing and

interpreting air photos and blueprints, assessing bids at tender openings, interacting with rude and impolite people and driving in adverse weather or off road. (2D)

On average, spends 9.3 hours per week sitting standing, walking on even surfaces and lifting items weighing up to 8 kgs. when drafting, viewing pits, soil sampling surveying, driving in good weather conditions and performing record management duties. (1B)

**Factor 8 - Coordination****Overall Rating - 3A**

On average, 2 hours per week, speed and accuracy of physical movement are required when conducting gravel pit inspections and soil sampling around moving/operating machinery. (3A)

On average, 27 hours per week, accuracy of physical movement is a major consideration when drafting, writing, keyboarding, driving, operating equipment to interpret air photos and blueprint duplication. (2C)

On average, 8.3 hours per week neither speed nor accuracy of physical movement is a major consideration. (1B)



**EP; CD #156** **September 2007**  
**Research Officer**  
**Health Planning and Policy Development Branch**  
**Health**  
**Occupational Code: CROW**  
**Level 7**

### **Main Purpose**

Collects, analyzes and summarizes data and information on issues relating to medical and health-related professions for use in human resource planning, provides research support to advisory committees and working groups, and reviews and summarizes changes to health professions legislation.

### **Primary Responsibilities**

Selects data collection methodologies, and collects, analyzes and summarizes data for all health professions for use in human resource planning.

Provides research support to departmental and ministerial advisory committees and working groups (e.g., Midwifery Advisory Committee).

Reviews and summarizes changes to legislation governing health professions (e.g., revisions to physician bylaws governing range of practise, registration requirements, standards of practise) and responds to requests regarding Saskatchewan's health professions legislation (e.g., scope of practise for a profession).

Coordinates a directory of health organizations and writes briefing notes and correspondence in response to inquiries on health professions issues (e.g., supply and demand).

### **Factor 1 - Problem Solving (4)**

Problems relate to collecting and analyzing data on health professions for use in human resource planning, providing research support services to advisory committees and working groups, and reviewing changes to health professions legislation.

#### **Level 4**

Typical problems include:

1. A post-secondary educational institution requests that data be collected and analyzed to determine if there is sufficient demand for a new training program (e.g., for Pharmacy Technicians).

2. A Ministerial Advisory Committee (e.g., Midwifery Advisory Committee) has requested that literature, financial and statistical data be collected, analyzed and interpreted to determine if midwifery can be integrated as a health service in Saskatchewan.
3. Identifying implications and issues resulting from changes to legislation (e.g., medical bylaws under *The Medical Professions Act*).

Solutions are achieved by:

1. Reviewing existing program information; reviewing economic issues, data trends and inter-provincial comparisons; discussing qualitative issues with service providers (e.g., current and potential role of Pharmacy Technicians); reviewing options for collecting required information (e.g., re-designing existing health employer survey to collect current number of Pharmacy Technicians, locations and vacancy rates); determining population to be surveyed (e.g., who has the desired information); summarizing, analyzing and formatting survey data collected; developing conclusions and recommendations on sufficiency of demand for a new training program.
2. Confirming the mandate of the advisory committee; reviewing existing data on birthing services available in Saskatchewan and other provinces (e.g., from statistical sources and literature searches) and briefing the committee on current services available (e.g., rates of performing obstetrical procedures, average costs per birth, who pays for services, any evidence that midwifery leads to better health outcomes or decreased costs); identifying where to gather the required information; coordinating the collection of data; summarizing, analyzing and presenting data to the advisory committee; leading cost sub-committee in performing inter-provincial comparative cost analysis of providing midwifery services; providing editorial and statistical support (e.g., facts, figures, tables) for the final report presenting the findings of the committee to the Minister.
3. Reviewing proposed bylaws to identify changes; analyzing the changes to determine if there are implications requiring follow up (e.g., impact on other legislation, training programs or volatile issues); writing a summary of changes and implications for the supervisor to review; discussing implications with stakeholders; recommending changes be approved by the Minister.

**Factor 2 - Decision Making (4A)**

**A. Level 4**

Makes decisions within policies, guidelines and accepted professional standards that are not reviewed, and include: determining the content and format of information provided in response to requests for health professions data (e.g., number of registered physical therapists in province); determining content and process changes for the annual health employer survey (e.g., re-designing/revising, determining distribution list); determining the research methodology used to gather information for individual research projects, and deciding if the quality of data collected is adequate for intended research purposes.

**B. Level A**

No responsibility for the safety and well being of others.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Listens to, calms and clarifies the concerns expressed by health care providers (e.g., doctor's offices) that request they be removed from the distribution list for health employer surveys, explains the rationale, benefits and uses of survey information collected; and convinces the health care provider to submit a survey.

Listens to and clarifies the concerns expressed by a professional association over the accuracy of health employer survey results (e.g., the number of full-time occupational therapists listed in the province), reviews data and analysis to confirm if results are accurate and explains the analysis and how concerns will be addressed (e.g., no action if data is correct, corrects data if error confirmed).

Explains the importance of the information requested for the health occupations profile, to external agencies (e.g., Health Canada) who have been asked to provide information within a prescribed time period (e.g., number of health professionals in Saskatchewan collecting unemployment insurance), listens to the difficulties the agency is having to provide the requested information and suggests options to expedite collection of the information, and persuades the agency to provide the information within requested timelines.

**B. Level B**

Writes summary statistics handouts for briefing sessions to explain the results of the health employer survey (e.g., trend analysis of nurses employed by service

sector over a number of years), and creates statistical tables for use in department documents (e.g., statistical supplement to annual report) in order to present supply and demand information for health professionals in Saskatchewan.

Writes a summary report and delivers annual briefing sessions to professional associations, health districts, educational institutions, department staff, and the public, in order to explain the statistical results, research methodologies used, and implications for the health employer survey and responds to inquiries. The implications for the health employer survey relate to changes to make to the survey questions to reflect changes in how health services are delivered, both in administration and by profession (how employees are counted and the evolution of professions).

Provides written statistical data and verbal instructions regarding the uses and limitations of data, in response to a variety of inquiries (e.g., a health board requests the ratio of health professionals per population for comparisons between health districts).

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

Shares responsibility (e.g., planning and organizing work, assigning and distributing tasks, reviewing quality and quantity standards, monitoring the achievement of objectives) for the work of support staff in the branch who work in other work units and word process and distribute data collection instruments (e.g., surveys) and requests for information (e.g., health organization binder updates).

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Requires knowledge of statistical/quantitative analysis methodologies (e.g., random sampling survey techniques, trend analysis, analyses of variance, t-tests, regression analysis, correlation analysis) in order to determine who to survey and the survey sample size, to predict the impact of proposed changes to legislation, and to review the results of research studies (e.g., morbidity and mortality data on the outcomes of births) to determine if they are valid for the current issue being reviewed (e.g., should midwifery become an insured health service in Saskatchewan).

Requires knowledge of economic modelling/projection

techniques in order to determine the impact of changes for human resource planning (e.g., effect of rate of dental caries on the demand for dentists).

Knowledge is typically obtained through the completion of a university degree in the social sciences or business administration.

### **Level 3**

Requires knowledge of computer software (e.g., word processing, spreadsheet, database, graphics) in order to access data, perform statistical analyses, write research reports, briefing notes and correspondence, and create tables, graphs and spreadsheets to present research findings.

### **B. Level C**

Requires knowledge of department programs (e.g., physician immigration program in Medical Care Insurance Branch), the provincial health care delivery system (e.g., role of bodies such as College of Physicians and Surgeons of Saskatchewan in licensing some health providers). Knowledge is required in order to understand the inter-relationships between health professionals in the province, identify implications and issues resulting from changes to legislation, provide research support to advisory committees and working groups, and to respond to or re-direct inquiries related to health care services.

Requires knowledge of the demographic distribution and characteristics of health professions in the province in order to determine the sample size when surveying health professions.

Requires knowledge of the scope of practise boundaries, the use of professional titles (e.g., Registered Psychologist) and the level of education and training required to meet licensure requirements for individual health professions in the province in order to respond to inquiries from other provinces, employers and staff from government departments.

## **Factor 6 - Working Conditions**

### **Overall Rating - 1A**

On average, spends 20 hours per week keyboarding. (3D)

On average, spends 0.5 hours per week interacting with rude or impolite people (e.g., unhappy that the job can

not provide the information requested) on the telephone. (2A)

On average, spends 1 hour per week under deadline pressure caused by interruptions when briefing material is requested within short time frames. (1A)

## **Factor 7 - Demand**

### **Overall Rating - 1A**

On average, spends 22 hours per week lifting and carrying boxes of surveys from 8-18 kg., interacting with rude or impolite people, keyboarding and making presentations. (2C)

On average, spends 14 hours per week sitting while in meetings and using the telephone, and walking within the office. (1B)

## **Factor 8 - Coordination**

### **Overall Rating - 3A**

Both speed and accuracy of physical movement are required for 1 hour per week when entering and manipulating data to produce documents on shortnotice, in response to questions from the legislature and requests for briefing materials for inter-departmental meetings. (3A)

Accuracy of physical movement is required for 19 hours per week when using a computer to write reports, briefs and correspondence. (2C)

Neither speed nor accuracy of physical movement is required for 16 hours per week. (1C)

**EP; CD #158**  
**Museum Technician**  
**Heritage Branch**  
**Municipal Government**  
**Occupational Code: SMTS**  
**Level 6**

**December 2009**

4. Miniature displays appear too artificial and more authenticity is required.

Solutions are achieved by:

1. Drawing blue print/sketch, based on a clay model developed by the curator/designer, and building exhibit frame to fit dimensions, in consideration of the weight load and need for access to exhibits for maintenance; designing and building modular pieces for ease of installation and maintenance. Developing recessed and angled openings, textured exterior, roll-out frame and hinged backwall of exhibit so that casing meets exhibit requirements.
2. Planning field trips, compiling list of supplies to take and materials to collect; locating suitable sample and arranging access to land in cooperation with landowners and park officials. Establishing the approach for obtaining a mold of this vertical structure, building casing to enclose specimen and mixing and pouring mold materials to create latex form. Identifying and collecting alternative specimens, ensuring that environment is not damaged. Photographing surrounding land forms, flora and fauna to be used as models in exhibit development.
3. Locating and testing appropriate mold releases and materials to find the best combination of materials to achieve the desired affect. Making cast from molds and painting to replicate nature.
4. Considering various additions that can be made to the scene, such as light, sound, or movement and fabricating/installing (e.g., flickering camp fires in scale model scenes of First Nations Gallery).

### **Main Purpose**

Constructs museum exhibit cases and creates and installs exhibit components.

### **Primary Responsibilities**

Constructs museum exhibit cases from various materials, such as wood, plexiglass, steel, and canvas, based on mock-ups and blueprints developed by curators and gallery/exhibit designers.

Installs cases; affixes to walls, floor and adjoining cases; creates realistic topographical foregrounds (e.g., snow surface) and installs labels and foreground/background artefacts.

Collects exhibit components (e.g., rocks, sod, bark, branches, grasses) during field trips; prepares latex molds of large items (e.g., trees, landforms); and takes photographs for use as models.

Fabricates exhibit components (full size and scale models) for foreground development of dioramas, using various materials for authenticity.

Maintains tools and supplies of the workshop; installs and ensures operation of audio-visual equipment.

### **Factor 1 - Problem Solving (3)**

Problems relate to constructing exhibits that appear realistic within the confines of space and materials available.

#### **Level 3**

Problems typically include:

1. An irregularly-shaped exhibit case is required to fit a particular corner of the museum pathway with space on the reverse side of the case for additional displays.
2. Particular land formation is required for a display (e.g., sand stone outcropping).
3. Large trees are required for exhibit but mold release does not work well and end product does not appear realistic.

### **Factor 2 - Decision Making (4A)**

#### **A. Level 4**

Makes decisions related to the construction details of exhibit development and installation, once the overall design has been decided by the curators. Decides: construction plan and materials, such as anchoring and reinforcement of structure, access for lighting, electrical, and mechanical devices, contouring and camouflaging construction, materials to be used in fabricating foreground components (e.g., rocks, trees, bark, water, snow), geological models, and models in miniature. Decides location, access to, and retrieval methods of items collected in the field.

#### **B. Level A**

Responsible to ensure a safe work place, using appropriate tools and procedures during construction, ensuring safety procedures when working with chemicals, and removing obstacles from museum

pathways, particularly during the hours that the Museum is open.

Requires knowledge of Saskatchewan flora, fauna, landforms and the natural history of the province, as well as knowledge of a variety of materials such as

### **Factor 3 - Human Relations Skill (1C)**

#### **A. Level 1**

Information and explanations are provided to land owners to obtain access to field sites. Discussions are held with colleagues to plan logical sequence for installing individual components in exhibits.

plexiglass, wood, steel, foam, plastics, and adhesives in order to design and construct realistic case surroundings and background/foreground materials (e.g., sand stone outcropping, forest floor, rocky slope). Requires knowledge of environmental concerns relating to the collection of specimens.

#### **B. Level C**

Communicates to museum visitors, through the creation and visual presentation of detailed, realistic and scientifically accurate three-dimensional exhibit displays. The construction of casings (e.g., cut away of a beaver pond) and manufacture of components (e.g., simulated underwater sounds, flickering camp fire light) are designed and executed such that the realism of the presentations will educate the public and stimulate an appreciation of the ecological and cultural environment of the province.

Requires knowledge of museum practices, such as the artefact numbering system in order to collect, store, and install artefacts in a systematic manner; planning and building to allow for effective use of space available and for access to exhibits; and conservation concerns so that casings will protect objects, artefacts will not deteriorate because of lighting, and artefacts can be easily replaced in the event of breakages.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

Responsible for the work of volunteers who create items for displays or assist in display construction, assigning and distributing work, ensuring quality and quantity standards are met, coaching/training for job performance, and demonstrating procedures.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, 4 hours per week works with volatile substances, such as acetone and resins, and collects exhibit materials from tree tops and rock faces over ten feet in height. (4B)

On average, 14 hours per week collects exhibit materials at heights of between 5 and 10 feet, camps in remote areas, and is exposed noise of operating power tools and construction areas with noise levels over 85 decibels. (3C)

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires technical knowledge of specimen preparation and collection techniques, molding and casting techniques and exhibit design and construction. Also requires knowledge of ecology and natural history. Knowledge is applied in collecting exhibit components, and preparing molds and models (scale and full-size) for exhibit components.

On average, 14 hours per week is exposed to adverse weather conditions that arise on field trips, collects exhibit materials in thickly wooded areas and works in a noisy environment (under 85 decibels). (2C)

On average, 4 hours per week drives to field sites in good road conditions, and is exposed to paint, sawdust and expanding foam in fabricating exhibit pieces. (1A)

#### **Level 3**

Requires knowledge of techniques of carpentry, electronics and mechanics, and operations of the related hand and power tools in order to construct structures; and of the use and operation of photographic and audio visual equipment for recording images and sounds.

### **Factor 7 -Demand**

#### **Overall Rating - 4A**

On average, spends 3 hours per week working with power tools and lifting equipment over 18 kg. (3A)

#### **B. Level C**

On average, spends 31 hours per week drafting exhibit

sketches, casting molds, creating displays, removing specimens and materials on field trips, operating photographic and audio-visual equipment, affixing artefacts in cases; hauling/crouching/stooping when building, carrying building materials and tools (from 8 up to 18 kgs.), pulling molds from casts, walking over rough terrain and climbing trees and hills on field trips. (2E)

On average, spends 3.3 hours per week driving, walking around the museum, and lifting materials less than 8 kgs. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, 28 hours per week requires accuracy of physical movement when cutting and fitting building materials, measuring and weighing chemicals for mixing, air brushing and painting, sketching and drafting exhibit plans, sculpting, molding and casting various objects, packing, protecting and carrying artefacts, and driving. (2D)

Neither speed nor accuracy of physical movement is required for the remaining 9.3 hours. (1B)

**EP; CD #159**  
**Regional Fisheries Specialist**  
**Melville Region**  
**Environment and Resource Management**  
**Occupational Code: SECW**  
**Level 8**

**September 2007**

### **Main Purpose**

Manages research and resource management programs related to the conservation, protection, and enhancement of fisheries within the region.

### **Primary Responsibilities**

Examines and analyzes research data and compiles annual and long-range fisheries population management plans.

Identifies information requirements and research methodology for data collection to allow for monitoring of, and research into, the resource.

Initiates the resolution of fisheries issues and problems specific to the region and advises staff of action to be taken.

Reviews development proposals submitted by regional client groups/stakeholders for potential impact on fish or fish habitat, and negotiates and approves the issuance of Shoreline Alteration Permits.

Assesses impact from a regional fisheries perspective of provincial proposals such as changes to harvesting limits of particular species, including Environmental Impact Assessment and Treaty Land Entitlement reviews, and recommends course of action to Fisheries program staff.

### **Factor 1 - Problem Solving (4)**

Problems relate to the management of all fisheries resources within the region.

#### **Level 4**

Problems include:

1. Request from commercial operator to increase the catch limit on a specific water body.
2. Request from angling association to establish/modify a fish stocking program.
3. Selection or rejection of proposal from rural municipality/wildlife group/individual to develop a fisheries enhancement project (e.g., rearing pond, lake aeration) within the region.

4. Request from local entrepreneur to develop a waterfront facility impacting on flora, fauna, and habitat.

Solutions are achieved by:

1. Reviewing request considering existing data/past practice; identifying problems and potential conflict areas; acquiring and analysing supplementary data through the application of research methods and techniques to establish harvest rates, fish population, size and productivity of water body; meeting with stakeholder(s) to discuss issues; and approving, rejecting, or modifying proposal.
2. Analysing data on previous efforts, lake suitability, public preference, species diversity; establishing the availability of fish for stocking; meeting with proponent(s) to discuss feasibility of proposal; and approving, rejecting, or modifying the proposal.
3. Reviewing proposal to identify current/potential areas of conflict considering regional priorities, physical/economic feasibility, and assessed need; meeting with the proponent(s) to discuss the amount of monetary, physical, and human assistance they are willing to commit; rejecting, approving, or modifying proposal.
4. Examining the project both on paper and on location to identify problems; meeting with the proponents and other concerned parties; discussing proposal with regional and Departmental staff; proposing alterations/modifications for acceptance; and negotiating and issuing development permits/contracts.

### **Factor 2 - Decision Making (5C)**

#### **A. Level 5**

Makes decisions outside of written policies or regulations that are reviewed after the decision has been made, including, oil companies seeking approval for projects on private, native/reserve, or other lands which are not administered by the Department; carrying out supplemental walleye stocking on lakes where natural reproduction is capable of maintaining the fish population or where conditions are not suitable for fish survival on a year round basis; waiving buffers (i.e., cutting reserves) required along lakes and streams during forest harvesting operations.

#### **B. Level C**

Environmental hazard exists from shoreline development (e.g., waterfront facilities) or over harvesting which affects the sustainability of the resource. Corrective decisions include: setting

harvesting limits (annually), rejecting requests for increased limits which would compromise stock reproduction; determining what amendments are required to development proposals in order to meet departmental resource protection requirements (weekly).

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Negotiates agreements with land developers and builders regarding specific terms and conditions which require design modification and cause time delays, which increase costs or result in project cancellation. Explains the Department's policies, programs, and requirements to a variety of stakeholders such as individual anglers or outfitters, commercial fishing enterprises, aboriginal groups, Wildlife Federation, municipal governments, and other Government agencies in situations where competing resource utilization requests exist and mutual understanding and acceptance must be obtained.

#### **B. Level C**

Writes reports on biological and harvest data on waters in the Region, including scientific data analysis. The reports are made available to the Department, other agencies and jurisdictions, crown corporations, industry and stakeholder groups.

#### **Level B**

Presentations on new/changed legislation, regulations, research and resource management program initiatives and approaches are made to regional staff, other agency staff, municipal governments, associations (e.g., cottage owners, Wildlife), and developer groups where a requirement exists to modify the communication of scientific information according to the comprehension level of the audience.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

An historical pattern has been established that the position has full responsibility for .33 FTE (i.e., a summer student) every year.

#### **Level 2**

Coordinates (e.g., assigns and monitors) the work of volunteers on fish enhancement projects (e.g., rearing ponds, aeration) on an ongoing basis.

### **Factor 5 - Job Knowledge (5C)**

#### **A. Level 5**

Requires knowledge of the anatomical and biological composition of provincial fish species, invertebrates, insects, and other aquatic flora and fauna; knowledge of population dynamics including behavioural patterns, and of available techniques and methodologies used to gather, analyze, interpret, and translate sample and test data into scientific research findings. Knowledge is applied in the preparation of resource management plans.

This knowledge is normally acquired through completion of a Bachelor of Science degree in biology or ecology.

#### **B. Level C**

Requires knowledge of department programs related to: fisheries enhancement, habitat protection, commercial fisheries, aquaculture, sport fisheries, and client education programs in order to develop and implement resource management plans.

Requires knowledge of the inter-relation of marine resource programs to other resource programs (forestry, wildlife, parks, land use) within the region in order to ensure compatibility of resources development. For example, the impact of allowing the opening of commercial fishing on a previously unharvested body of water on other resource users such as property owners, outfitters, trappers, or the hunting public; the impact of a shoreline alteration development proposal approval on other resources (wildlife, forestry) and their user groups (flooded forest/wildlife habitat); the impact of forest harvesting proposals on aquatic habitat and species sustainability; the impact of park development proposals on current and potential fisheries harvesting practices - both sport and commercial.

Requires knowledge of commercial and sport harvesting and processing operations in order to carry out inspections for compliance.

Requires knowledge of construction techniques for project proposals in, and adjacent to, fish habitat in order to assess potential impacts on the aquatic environment, such as habitat destruction and species elimination.

Requires knowledge of the operation, maintenance and repair of a variety of equipment required in field work (e.g., radios, boat motors, ATV's, testing apparatus,



snowmobiles) and in the office (computer, copier, fax).

### **Factor 6 - Working Conditions**

#### **Overall Rating - 3A**

On average, 6 hours per week are spent travelling on isolated/remote ice covered creeks and backroads/trails where visibility is restricted, using testing chemicals that are toxic (e.g., formaldehyde, Rotenone), and working outdoors in extreme weather when researching information. (5B)

On average, 6 hours per week are spent working from boats/shoreline in adverse weather, travelling off road using an ATV or snowmobile in isolated areas, exposed to extremely cold water and hazardous ice conditions, interacting with angry or hostile people at various meetings (e.g., commercial fishery meetings, cottage association meetings, outfitters, First Nations) who are upset with Department actions (e.g., closure of lake for fishing). (4B)

On average, 8 hours per week are spent travelling in ATV's in adverse weather, exposed to loud noises over 85 decibels (e.g., snowmobiles, ATV or boat motors), working in close proximity to wildlife/livestock, working with diseased fish when counting, sampling or analyzing information. (3C)

On average, 5.3 hours per week are spent working with a lot of background noise in the office or out in the field (e.g., motors), interacting with rude and impolite people, exposed to glare from the sun directly or reflecting off the snow or water. (2B)

On average, 11 hours per week are spent travelling in good conditions, exposed to unpleasant odors, gas/oil, insects and dust while performing research and analysis. (1C)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, 8 hours per week are spent setting and pulling nets, lifting motors/fish boxes and weights over 18 kg., using ice augers, and loading/unloading boats and snowmobiles. (3B)

On average, 23 hours per week are spent lifting weights from 8 – 18 kg (e.g., gill nets, net anchors, gas tanks,

tubs of fish), kneeling/crouching to lift or set nets, carrying sampling equipment, walking on rough terrain for habitat inspection, performing analysis and leading presentations or chairing meetings. (2D)

On average, 6.3 hours are spent gathering information, photocopying, sitting, driving, and intermittent walking. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, 8 hours per week are spent performing tasks that demand both speed and accuracy to sustain live specimens. For example, weighing and measuring live fish samples, spawn taking, setting and removing gill nets and removing fish from gill nets, collecting biological samples and tagging live fish. (3B)

On average, 16 hours per week are spent performing tasks requiring either speed or accuracy of physical movement including water quality sampling, operating test equipment, using office equipment including computer applications, driving, operating ATV's, motor boats or snowmobiles, installing posts in lake beds for setting trap nets, and dissecting specimens. (2C)

On average, 13.3 hours per week are spent where neither speed nor accuracy of physical movement is required. (1B)

**EP; CD #160** **September 2007**  
**Project Forester, Forest Land Productivity**  
**Forestry**  
**Environment and Resource Management**  
**Occupational Code: SFRW**  
**Level 8**

**Main Purpose**

Researches and analyses current provincial forest resources and predicts future growth.

**Primary Responsibilities**

Researches and analyses data related to the growth and yield of forests for the purposes of testing, developing and/or calibrating models to predict a number of factors including tree volume and taper, natural stand yields, fire risk factors and long term timber supplies.

Conducts technical reviews of long term forest management plans and/or land use plans prepared by the forest industry and/or other agencies of government to ensure the plans meet required standards of forest maintenance.

Conducts technical reviews of business plans and resource evaluation plans prepared by industry in support of their requests to change and expand their mill capacities while maintaining sustainable harvest levels in their licence areas.

Writes technical reports and manuals on forest land productivity.

Develops the computer program specifications for editing and compiling data for the creation of data sets for analyses.

Organizes and supervises the collection of project-specific field data required for forest land productivity analyses.

Identifies and recommends new methods/models for the compilation of inventory data and timber supply modelling analyses.

**Factor 1 - Problem Solving (4)**

Problems relate to the collection and analysis of data regarding the growth and yield of the provincial forest.

**Level 4**

Problems include:

1. Requests from the industry for predictions of the changes in the forest growth; and the need to determine regional estimates of the volume of timber in the provincial forest by eco-region for tree species, according to size.
2. Outdated methodologies and/or incomplete data for determining timber merchandising estimates.
3. Discrepancies between industry projections for 20 year Forest Management Plans (FMP) and Environmental Impact Statements (EIS) and the analysis.
4. Outdated methods/models for compilation of inventory data and timber supply modelling analyses including: tree volume/taper equation models, natural stand yield tables, polymorphic site index curves, forest fire impact assessments, etc.

Solutions require the job to:

1. Determine the information and analytical needs of clients regarding timber volumes; establish objectives for the project; design a sampling scheme and methodology for analysing the data collected; design methods for recording data; plan and organize the field trips for data collection; check and analyse data, interpret results and draw conclusions.
2. Research current models, their advantages and limitations; consult with colleagues working for other agencies or companies in the province or Western Canada; conduct statistical analyses, interpret and summarize results; produce a scientific paper explaining the issue, methods used, results and recommendations.
3. Review the FMP/EIS, the techniques, methods and models used to predict the impact of forest management activities on the structure of the forest; consider Forest Inventory data and statistics, timber supply estimates and growth rates, forest succession information and renewal estimates, harvesting records, mill capacities; identify deficiencies in data or analytical techniques; consult with other experts in Forestry Branch to ensure appropriate use of forest renewal and harvesting assumptions and models.
4. Research current models, their advantages and limitations; identify and recommend new methods/models for use by the department.

**Factor 2 - Decision Making (4B)****A. Level 4**

Makes decisions within government administrative and financial policies or accepted forestry standards. Such decisions include: the location of field accommodations; committing to the cost of accommodations for field work; the immediate repair of scientific equipment and field camp equipment; changing the sampling schemes because of unforeseen circumstances during the initial planning stages; determining whether data collected meets acceptable standards and can be used in the analysis; and selecting a methodology for statistical analysis. Once analyses have been completed, the results and subsequent interpretations are reviewed with the supervisor.

**B. Level B**

Responsible for the safe work practices of self and crew when conducting field surveys 4 months of the year. The threat to the well being of others is ever present during the field surveys. Ensures perishables are properly stored to remove threat of animals and that staff are properly equipped to travel. Situations are unlikely to be volatile.

**Factor 3 - Human Relations Skill (3C)****A. Level 3**

Clients complain about the concerns raised by the job regarding the clients' long term forest management plans and/or land use plans. Required to convince clients of the legitimacy of the concerns raised and explain the weak points in their analysis and projections and what must be done in order for the clients to make the modifications required for the plans to be acceptable. Administers contracts by reviewing data collected by contractors to ensure standards have been met and approving payment for work completed (e.g., if the contractor submits 50% of the data contracted for but only 40% of the data meets standards, the job will only approve payment for the 40%).

**B. Level C**

Analyzes proposals from industry and/or their consultants for long term forest management, land use, business and/or resource evaluation plans; writes and explains reports to department officials recommending whether the plans should be approved; explains the reports to the industry and their consultants identifying the weak points which need rectifying. This requires determining: whether they did the analysis the way they said they did; the effect on the forest and the life in the

Project Forester, Forest Land Productivity forest; the reliability of their predictions, etc. If the analysis and predictions are incorrect, the job must explain the problems to the industry and/or their consultants and how to rectify them.

**Level B**

Makes presentations to senior government officials, senior representatives from industry and NGO's. For example, relate proposed policies/regulations to timber supply and/or growth and yield analysis methods in order to explain long term impact on the forest resources. Provides situational advice to other branches on the collection, analysis, and interpretation of forest inventory data, and forest growth and yield data (e.g., identify and recommend the parameters to be identified and classified by photo-interpreters on aerial photos of the provincial forest, and the classes to be used for each parameter).

Delivers one-day classroom/field sessions on timber cruising techniques (e.g., procedures and methodologies to conduct field surveys) to other government employees, forest industry employees consulting companies, and students in Integrated Resource Management (IRM) at SIAST. Reviews "Focus on Forests" educational materials for technical errors or misrepresentations. Makes presentations on general forest inventory matters to school children, stakeholders and/or interest groups, and senior government employees.

**Factor 4 - Responsibility for Work of Others (3)****Level 3**

An historical pattern has been established that the position is responsible for the work of six employees from the Map Production Unit when they are assigned to perform field work four months of the year. This includes all aspects of "full" responsibility except performance improvement. The job provides input to the employees' supervisor regarding their performance in the field.

**Level 2**

Checks the correctness and functionality of computer programs and/or output such as computer files, reports and maps performed by programmers in the Systems and GIS Unit and has the authority to require them to make changes.

**Factor 5 - Job Knowledge (5D)****A. Level 5**

Requires knowledge of the professional practice of forestry including: forest values (e.g., biodiversity, wildlife, recreation and timber) and forest management (e.g., resource modelling and productivity assessment, developing alternative interventions, post-implementation assessment of activities); applications used for the collection, organization and analysis of forestry, biological and other environment-related data, including multiple linear regression, covariance, and computer based spacial data analysis (map analysis); forest ecology; photo-interpretation and terrain analysis; meteorology, hydrometeorology and hydrology; the interactions among ecosystem components (vegetation, soil, water, atmosphere, wildlife); shrubs and ground vegetation; development and structure of woody plants; physiological processes in the forest; management of diseases, insects and fire; forest landscape design and management. Typically this knowledge is obtained through completion of a bachelor's degree in forestry. This knowledge is applied in conducting research and technical reviews and preparing reports related to the growth and yield of the provincial forest.

Requires knowledge of current technologies for collecting data, the types of growth and yield models available and the data they require to function in order to design projects and analyse proposals from the industry.

Requires knowledge of interpersonal communication, technical writing, presentation styles and visual aids in order to prepare reports, explain findings, and make presentations.

**B. Level D**

Requires knowledge of the Long Term Integrated Forest Resource Management Plan. This includes knowledge of the department's program branches' objectives and requirements as they relate to the habitat required to maintain the species indigenous to specific areas (e.g., fish, wildlife, trees, etc.). For example: what type of habitat do woodland caribou need including cover for protection, food - in winter and summer; what buffer zones are required around streams or rivers to protect fish habitat; what are the parks' objectives for increasing the forests within their boundaries that are excluded from timber production; which forested areas are set aside for the cultivation of other products (e.g., wild rice, blueberries) and what habitat do they require to ensure survival. This knowledge is required in order to

Project Forester, Forest Land Productivity analyse industry proposals to ensure the plans maintain the habitat required for the survival of other resources in the forest, not just the trees, and to identify flaws in their analysis and predictions. The analysis ranges from the type of machinery the industry is planning to use to harvest and transport the timber to the reliability of their predictions for resource maintenance.

Requires knowledge of Forest Management Licence Agreements (FMLA) in order to audit their sustainable harvest levels and maintain the productivity of the forest.

Requires knowledge of the resource managers, professionals and technicians in companies in the forestry industry, consultants, NGO's, and interest and stakeholder groups in order to discuss proposals for the use of the forest, and make presentations on forestry yield and growth issues.

Requires knowledge of Word Perfect to produce reports; spreadsheet applications such as Quattropro and Excel and database managers such as Dbase IV, INFO, and Oracle to maintain and access information; statistical packages such as MicroStat and SASS to manipulate the data from the databases; programming in Fortran and INFO to write single purpose programs to manipulate data and produce reports for specific projects; GIS packages such as ARC/INFO and SPANS; communication links such as Smartcomm and Xvision to access different platforms that translate the data for a different system; and operating systems such as DOS and Windows.

Requires knowledge of the use, maintenance and minor repair of a variety of field equipment: CVA vehicles including cars, trucks (2 wheel drive and 4 wheel drive); CVA vehicles while pulling trailers (e.g., camping, ATV, motor boat); ATV's; motor boats, canoes; scientific measurement equipment; electronic field equipment including distance measurers, portable data recorders, etc.; computer equipment including PC's, modems, printers, plotters, and digitizing tablets, etc. Maintenance and repair includes changing tires, oil, spark plugs, etc.

**Factor 6 - Working Conditions****Overall Rating - 3A**

On average, spends .3 of an hour per week exposed to toxic cleaners such as gasoline while cleaning tree gum off field equipment. (4A)

On average, spends 34 hours per week keyboarding (22 hours), working in remote areas where there is wildlife (e.g., bears) while conducting field surveys (in pairs) in the forest; and using waterways to gain access to remote areas of the forest while conducting field surveys. (3F)

On average, spends 3 hours per week exposed to ink, toner, glue, and background noise in own office. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 3.5 hours per week walking through dense underbrush to conduct field surveys. (3A)

On average, spends 33.3 hours per week keyboarding, conducting research, writing reports, analyzing data and interpreting results; walking on rough terrain to conduct field surveys; lifting/pulling weights of 8-18 kg. while moving or installing field or camping equipment; kneeling to bore cores from the base of trees, or tally lower vegetation; crouching/stooping to use soil auger, dig soil pits, and marking sample plot locations, making presentations. (2E)

On average, spends .5 hours per week walking up stairs. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, 25 hours per week requires primarily accuracy of physical movement keyboarding, recording field information on paper tally sheets or into electronic data recorders and minor repairs to scientific equipment while in the field. (2D)

On average, 12.3 hours per week require neither speed nor accuracy of physical movement. (1B)

**EP; CD #162** **December 2009**  
**Bibliographic Cataloguing Technician**  
**Saskatchewan Provincial Library**  
**Municipal Government**  
**Occupational Code: SLIW**  
**Level 4**

### Main Purpose

Searches and edits catalogue records showing bibliographic details, subject headings and classification number; updates Saskatchewan Provincial Library (SPL) records on the on-line Union Catalogue; receives and files material in the government document collection.

### Primary Responsibilities

Searches automated systems and edits catalogue records (adds information for consistency with SPL records such as price, collection code, classification number, and location code, and deletes extra fields not used by SPL) for material to be added to various SPL collections (e.g., braille, signed English, reference, library science).

Updates the on-line Saskatchewan Union Catalogue by deleting locations in records for items withdrawn by participating libraries; upgrades series, name authorities and filing indicators (ie. merges records under a common series/name, changes filing indicator codes).

Inputs and updates on-line receipt and invoice information for all materials purchased by SPL.

Selects titles for retention at SPL, and catalogues (based on existing regional library records, cataloguing data in the book, or occasionally, if no records available, does original cataloguing) titles that meet the criteria for the last copy fiction collection.

Fills title requests and selects blocks of books (e.g., request for 50 French juvenile non-fiction books) for regional libraries in selected foreign languages (French, Spanish, German, Dutch).

Drafts cataloguing records for talking books (using catalogue cards from the vendor, including verification of name authorities) for review by the Cataloguing Unit.

Receives government document materials, reviews them to see if they belong in the government document collection and updates the government document collection (e.g., calls originators for missing issues).

Provides instructions to the processing clerk (e.g.

indicates special instructions re: spine labels, talking books) and checks work for accuracy (e.g. typing of book cards, call numbers).

Deletes records from the ISM database for materials being withdrawn from SPL's collection.

### Factor 1 - Problem Solving (2)

Problems relate to locating and updating cataloguing information, requests for material in selected foreign languages, and library acquisitions (e.g., last copy fiction, government documents).

#### **Level 2**

Problems include:

1. Incomplete cataloguing information.
2. Cannot locate catalogue record.
3. Classification numbers in the on-line system are not consistent with SPL practice.
4. Requests for blocks of books that are in high demand.
5. In which area of the government documents collection does new material belong.

Solutions are achieved by:

1. Searching for additional records for the item being catalogued, combining the information to one record and sending to the Supervisor or Cataloguing unit for cataloguing (e.g., items requiring assignment of subject headings).
2. Determining search strategies (e.g., searching under different variables such as author, title, ISBN #), checking established standards for name formats, sending to cataloguing unit for original cataloguing if no record is found.
3. Considering SPL's classification system and what level of detail is required in each classification number for consistency in the SPL collection, and assigning numbers based on existing practice.
4. Assessing what titles the patron has had in the past, the potential demand for the material being requested based on past trends, and the size of the collection in that particular area, substituting related materials based on the patron's requested level (e.g., high school, grade school, adult), limiting the amount of materials sent.
5. Checking the file index, going to the bookstack to find related material, looking through the document to see where it originated (which government department or agency, provincial or federal); is it an annual report, an act, a Conference Board report or a Statistics Canada report; if unsure whether it

belongs with government documents, serials or in the vertical file, forwarding to the Reference Unit.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Makes decisions within established standards, policies and guidelines. Independent decisions which are not reviewed include: determining search strategies for cataloguing information (e.g. where to search, what search variables to use, when to stop searching if nothing is found); adding SPL codes to existing national cataloguing records; whether to retain the last copy fiction books sent in by the Regional Libraries; which books to select in response to requests; whether material received for the government documents collection belongs there or should be referred to the Reference Unit for review; correcting errors in system records such as merging records or correcting filing indicators; determining the level of detail required when assigning classification numbers.

#### **B. Level B**

Makes corrective decisions at least once per week to change incorrect invoices submitted. Decisions include changing GST/PST amounts charged on invoices received (e.g., provincial government does not pay GST), correcting invoice discrepancies (e.g., the cost of the material exceeds the original estimate, items invoiced but not received) and submitting revised invoices to vendor.

### **Factor 3 - Human Relations Skill (1B)**

#### **A. Level 1**

Exchanges information with staff in other SPL branches with respect to cataloguing records, acquisitions processing, changes to policies and procedures.

#### **B. Level B**

Conducts demonstrations on the use of the cataloguing (e.g., collection code, classification number, location code) and acquisitions modules of the DYNIX system to Regional Library staff.

#### **Level A**

Advises other SPL staff on how to edit records, make corrections or delete fields in the DYNIX system.

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Checks the work done and ensures corrections are made by the processing clerk: typing of book cards, accurate call numbers, special instructions for certain types of materials (e.g., a red dot on the spine of foreign language materials; pocket prepared for accompanying maps).

### **Factor 5 - Job Knowledge (4B)**

#### **A. Level 4**

Requires knowledge of library practices (e.g., bibliographic searching techniques, cataloguing) in searching and editing catalogue records, cataloguing last copy fiction books, drafting catalogue records for talking books, and in receiving and recording materials. Requires knowledge of recognized professional standards such as the Dewey Decimal System, Library of Congress Name Authorities, Canadiana Name Authorities, Anglo-American Cataloguing Rules, and MARC coding, in order to search and edit cataloguing records.

This knowledge is typically obtained through a Library Technician Certificate.

#### **B. Level B**

Requires knowledge of SPL bibliographic cataloguing policy and procedures for a variety of materials (e.g., government material, talking books, large print books, reference materials, book kits, videos and microfiche) in order to edit catalogue records and assign codes and call numbers.

Requires knowledge of SPL ordering, receiving and invoicing procedures in order to maintain DYNIX on-line invoicing information.

Requires knowledge of the French, Spanish, German and Dutch collections in order to respond to requests for materials.

Requires knowledge of the DYNIX system and the ISM database to search, retrieve, and edit cataloguing records, enter and update invoice information, update the on-line Saskatchewan Union Catalogue and upgrade series and name authority information. Requires knowledge of LOTUS 123 to enter year-end information

relating to the costing of materials and materials ordered but not received; and the Elm e-mail system.

Requires knowledge to operate equipment including DYNIX terminal and printer, microcomputer, printer, modem, microfiche reader, typewriter, and calculator.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 2A**

On average, spends 31.5 hours per week keyboarding while performing item searches, editing catalogues, and verifying orders. (3F)

On average, spends 1.5 hours per week writing catalogue worksheets. (2A)

On average, spends 1 hour per week in contact with dust ink, and glue while receiving and sorting requests and filing books. (1A)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, spends 33 hours per week keyboarding, searching databases, and completing catalogue worksheets, crouching to pull material from low shelves requiring physical demand. (2E)

On average, spends 3 hours per week verifying information, sitting with intermittent standing, walking and lifting up to 8 kg. (blocks of books), and moving book trucks. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 4A**

On average, speed and accuracy of physical movement are demanded 10 hours per week when keyboarding to access and edit information on the ISM system, the cost of which is based on the on-line time used. (3B)

On average, accuracy of physical movement is a major consideration 23 hours per week when keyboarding and writing/printing (e.g. cataloguing worksheets), and sorting and filing books. (2D)

On average, neither speed nor accuracy of physical movement is a major consideration 3 hours per week when verifying information or responding to inquiries. (1A)



**EP; CD #165**  
**Cataloguing Librarian**  
**Culture and Recreation**  
**Municipal Government**  
**Occupational Code: SLRW**  
**Level 9**

**December 2009**

Solutions are achieved by:

### **Main Purpose**

Provides access to Public Library information in the Province of Saskatchewan by compiling and editing catalogue records, and providing cataloguing expertise to client libraries.

### **Primary Responsibilities**

Edits and produces catalogue records in response to requests for cataloguing from regional and northern libraries in the province.

Reviews and revises centralized cataloguing policies, manuals, work procedures and routines.

Maintains, expands and upgrades the Saskatchewan Online Union Catalogue.

Develops and delivers training courses and presentations on cataloguing techniques to client libraries and government and special libraries.

Provides input on strategic planning, policy and development to the Provincial Library management group, and has assigned responsibility to represent the Provincial Library on local and provincial working groups and committees.

### **Factor 1 - Problem Solving (4)**

Problems relate to providing client libraries access to library information.

#### **Level 4**

Problems include:

1. Current method of accessing online bibliographic records is too costly; need to find alternative sources of bibliographic material.
2. Remote sites assuming cataloguing responsibilities.
3. A variety of different automated systems and standards used by libraries to code and output catalogue records.

1. Researching alternative sources based on findings in current library literature and conferring with database vendors and other libraries; designing testing procedures to evaluate cost-effectiveness of other methods; analyzing test results and developing options and recommendations for the Provincial Librarian.
2. Researching available options and identifying feasible sites based on available technological and staff skill level; anticipating potential problems (e.g. staff resistant to procedural change or differing levels of technological capabilities); designing testing procedures to evaluate most viable sites; analyzing results and developing recommendations for Provincial Librarian.
3. Identifying libraries for potential inclusion in SUNCAT and evaluating their current automated systems; developing a long-term plan for expanding the catalogue; researching and anticipating emerging technological trends for possible application and testing methods for providing regular, integrated updates to the system.

### **Factor 2 - Decision Making (6B)**

#### **A. Level 6**

Authority to make decisions outside of policy such as the development and implementation of revised cataloguing standards required for the online union catalogue which are intended for use by cataloguers in other (Public, College and special) libraries.

#### **B. Level B**

Less than once per week, makes decisions to modify or correct the cataloguing standards used by other libraries which are integrated into the provincial SUNCAT system. These decisions correct inconsistencies and errors in the system and ensure correct cataloguing application and accessibility to the provincial libraries and the public.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Convinces and persuades others (e.g., client libraries, vendors) to adapt and adhere to changes in cataloguing policies; influences and resolves issues when they arise to correct the problem (e.g. when problems arise with the provincial Library computer system which impacts on the production and distribution of records to libraries and explains problem to vendors, ISM Library Services

and Dynix, and establishes agreement on how to proceed). When working on various committees, persuades and convinces other members of the committee to make recommendations such as changing the source of catalogue records from catalogue cards to providing records on diskette only.

**Level 2**

Provides explanations regarding catalogue policies; listens, understands and clarifies information in order to answer inquiries and questions regarding the application of cataloguing rules and the online union catalogue.

**B. Level C**

Develops and presents audiovisual cataloguing training courses for Regional and Northern Library staff on the application of cataloguing rules and standards. Provides demonstrations to a variety of people (i.e., staff from other libraries and staff from Municipal Government) in order to raise awareness and provide instruction in the use of Province wide Library Electronic Information System and the Internet.

**Level B**

Conducts tours of the Technical Services Unit at the Provincial Library to staff of client libraries to raise awareness of the activities and to answer questions on services provided.

**Factor 4 - Responsibility For Work Of Others (2)**

**Level 2**

Provides direction to cataloguing staff, and checks and verifies accuracy; advises of corrective action required and follows up to ensure standards are met.

**Factor 5 - Job Knowledge (6D)**

**A. Level 6**

Requires knowledge of current professional issues, trends and developments in the areas of cataloguing and automation. Requires knowledge of the use of bibliographic databases, integrated library systems and a variety of other cataloguing tools in order to produce, maintain and upgrade catalogue records for client libraries. Requires knowledge of a number of professional standards and rules (e.g., Anglo American Cataloguing Rules, MARC Coding, Library of Congress Subject Headings, Dewey Decimal Classification, Canadiana Name Authorities, Library of Congress Name Authorities) to apply and maintain cataloguing standards to client libraries. This knowledge is normally

obtained through a Master's of Library Science.

**Level 3**

Requires knowledge of the use of microcomputers and minicomputers and their application to libraries in order to access regional catalogue records.

**B. Level D**

Knowledge of the goals, objectives and policies of the Provincial Library is required to manage the Regional Library cataloguing program by: developing, implementing and ensuring adherence to cataloguing standards; designing, testing, evaluating and making recommendations on options to improve the cost-effectiveness and efficiency of the cataloguing program, and providing cataloguing advice and training to staff, clients and special libraries; requires knowledge of client libraries, the automated systems and standards used and the staff's knowledge and capability to determine how to integrate library systems and the level of education and training required by the staff.

Requires knowledge of the specific bibliographic databases and integrated library systems used at the Provincial Library (e.g., Dynix Library system, ISM Bibliographic Database, Saskatchewan Online Union Catalogue) to administer, maintain and operate the systems required to catalogue, circulate and acquire library records; and requires knowledge of wordprocessing packages (e.g., WordPerfect 5.1, Procomm Plus, Microsoft Windows 3.1), ELM E-mail, QVT Telnet, TIN newsreader, and HTML Writer to enter, obtain and format data. Performs programming functions that a software package allows (e.g., developing forms, and creating hyper-text documents).

Knowledge of the Internet (how to use and create world wide Web sites) to develop and maintain Saskatchewan Government and Provincial Library World Web sites.

**Factor 6 - Working Conditions**

**Overall Rating – 2A**

On average, spends 31 hours per week keyboarding, handwriting or printing while editing or verifying catalogue records, searching and maintaining online databases or responding to requests and inquiries) (30 hours) and travelling in adverse conditions to provide training courses or assist with technical support for remote sites (1 hour). (3F)

On average, spends 5 hours exposed to substances such

as toner and dust while photocopying, printing materials and retrieving information.

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 31 hours per week proofreading to ensure accuracy of details while cataloguing; keyboarding to input and edit data and word process; providing demonstrations and training to client libraries and handwriting while editing or verifying data and driving. (2E)

On average, spends 5 hours per week standing at the printer or photocopier and walking to retrieve materials or information. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, 2 hours per week are spent performing duties which require both speed and accuracy of physical movement such as keyboarding in order to respond to requests for information while client is waiting. (3A)

On average, 29 hours per week are spent performing activities requiring accuracy of physical movement such as keyboarding, editing and formatting data and handwriting or printing edit catalogue records, drafting original catalogue records and driving. (2D)

Neither speed nor accuracy of physical movement is a consideration for the 5 remaining hours. (1A)

**EP; CD #166**  
**Technical Services Librarian**  
**Community Services**  
**Municipal Government**  
**Occupational Code: SLRS**  
**Level 8**

**December 2009**

**Level 3**

Problems include:

1. Requests for cataloguing for which no reference can be found and limited standards are established (e.g., audio-visual material, computer files where there is no written information accompanying the material).
2. Libraries are using different standards or methods (e.g., some are not automated) or are using different automated systems (e.g., Macintosh based).
3. Obscure information is available relating to documents requiring cataloguing (e.g., government documents such as royal commissions or classification plans).
4. Materials in library databases are catalogued inconsistently and/or incorrectly causing conflicts in SUNCAT information.

### **Main Purpose**

Manages the Centralized Cataloguing Services Unit ensuring consistency and accuracy of the cataloguing of print and audio visual materials for regional libraries and the Provincial Library. Provides specialized advice to regional and other libraries in the province on improving their patrons' access to library materials.

### **Primary Responsibilities**

Responsible for the work of 3 cataloguing unit staff who catalogue materials for regional libraries and the Provincial Library.

Meets with client library staff to identify their training and service delivery requirements. Oversees and plans workshop and training course content and delivery.

Oversees the maintenance and upgrading of cataloguing records on the online Saskatchewan Union Catalogue (SUNCAT).

Arranges for downloading and distribution of cataloguing records to client libraries through information systems management vendors.

Performs original cataloguing of print and audio-visual materials (e.g., computer files) where titles cannot be found in bibliographic sources.

Participates in service delivery and budget planning for the Technical and Internal Services Branch with the Director. Identifies and recommends alternate service delivery methods based on branch budget and the changing needs of client libraries (e.g., changes in technology tools).

### **Factor 1 - Problem Solving (3)**

Problems relate to ensuring accuracy and consistency of cataloguing within the Provincial Library and regional libraries and to the development of province-wide standards.

Solutions are achieved by:

1. Researching information about the material (e.g., who the speaker is on the cassette, what is the subject and intent of the author); searching databases and analyzing and interpreting available codes and standards set by Library of Congress, Dewey classification, Machine Readable Coding (MARC), Anglo-American Cataloguing Rules, etc.; using the framework of audio-visual cataloguing rules available, establish a detailed bibliographic record (including information such as the number of cassettes, speed, mono or stereo) ensuring information is accurate in relation to other related material.
2. Identifying and assessing the standards and information systems the libraries are using against accepted codes and standards to be used; presenting options or methods to libraries based on their needs and resources to enable them to have a system or method compatible with other regional libraries and the Provincial Library (e.g., upgrade computer software, purchase CDROM, move card catalogues to a compatible automated system, change records to meet current common standards).
3. Researching specific information (e.g., who is responsible for the document, dates published, intent of document) relating to the document by tracking down government individual(s) who wrote the material, obtaining background information about the document, analyzing standards and establishing a written cataloguing record based on the standards.
4. Initiating a cleanup project on SUNCAT within the unit to identify all inaccurate records and upgrade records to accepted standards, and providing training/advice to other libraries (e.g., on subject headings).

**Factor 2 - Decision Making (4A)****A. Level 4**

Makes decisions within cataloguing standards and policies. These decisions are not reviewed and include: determining the information to be included on catalogue records distributed to the Provincial Library and client libraries (e.g., descriptive cataloguing, classification, subject headings); changing records on the online database (e.g., upgrades and merging and editing of records); purchasing equipment required for the unit based on budget allocation; determining the format and content required from libraries when submitting requests for cataloguing.

Decisions requiring changes to policy are discussed with the supervisor prior to implementation. For example: client libraries request the cataloguing unit add subject headings to fiction records; providing records to libraries that are not within policy (e.g., audio-visual material).

**B. Level A**

Threat to the well-being of others, the environment or finances is not present.

**Factor 3 - Human Relations Skill (3B)****A. Level 3**

Persuasion and technical explanations are provided when: regional library staff are resistant to using policies, procedures and standards as outlined by the Provincial Library; client libraries do not receive diskettes with updated collection information, are unable to download cataloguing records onto their system or perceive a problem with cataloguing service provided by the unit (e.g., turn around time for requests).

Complaints or conflict are resolved by: listening to complainants taking into consideration the needs or limitations of a particular library, persuading staff to adhere to, and convincing them of the benefits of, common standards and policies to gain greater access to collections for their clients; ensuring distribution schedule of all records and products is timely; having diskettes reissued by systems management company responsible for sending out diskettes; explaining downloading procedures to library staff; explaining problem to systems management company to rectify problems relating to database programming or diskette distribution.

**B. Level B**

Develops and delivers portions of training to regional library staff together with the other librarian in the unit. Promotes use of common cataloguing standards through regular interaction and meeting with regional libraries to identify their needs and provide specialized advice and guidance (e.g., how to catalogue audio-visual material, consultation on the use of subject headings for fiction material) on how they can change their cataloguing methods and apply accepted standards.

**Factor 4 - Responsibility for Work of Others (5)****Level 5**

Full responsibility for the work of the Cataloguing Unit (3 FTE's).

**Factor 5 - Job Knowledge (6C)****A. Level 6**

Requires knowledge of cataloguing principles, techniques and trends in order to provide leadership to technical unit staff and staff in the regional libraries who are required to apply this knowledge in their work. Knowledge is applied in order to provide cataloguing services, advice and interpretation to client libraries; develop common standards for use by client libraries (e.g., ways to catalogue new materials such as audio/video and computer files); promote accuracy and consistency in the cataloguing of materials within the province by encouraging common standards and adherence to professional cataloguing codes.

Requires knowledge of provincial, national and international information sources and location specialties (e.g., University of Saskatchewan Library, National Library of Canada, Library of Congress, Western Development Museum). Requires knowledge of standards and codes used by libraries (e.g., Dewey Decimal Classification System, MARC, Library of Congress Subject Headings).

Requires knowledge of library databases (e.g., Dynix Library System) and library communications (e.g., Procomm Plus) software to enter, format and obtain library reference data. Requires knowledge of the use and installation of library automation technologies [e.g., on-line and CD-Rom bibliographic utilities (e.g., PC-CATSS), Internet (e.g., Netscape)] to produce catalogue records and provide guidance to client libraries in the use of various automated systems.

This knowledge is obtained through a Master's of

Library Science.

**Level 3**

Requires knowledge of the operation of a personal computer and on-line terminals. Requires knowledge of word processing and electronic mail (e.g., ELM, Pop) software to enter, format, compose and obtain data.

**Level 2**

Knowledge of language and word usage is required to question clients to clarify parameters of information requests, to provide training to internal staff and staff of client libraries, revise and write training manuals (e.g., on using the library computer information system) and write reports (e.g., policy proposals).

**B. Level C**

The Cataloguing Unit provides one of a number of services that the Provincial Library delivers to regional libraries across the province (ie. cataloguing). Requires knowledge of other Provincial Library programs and services (e.g., reference, inter-library loans, bibliographics, acquisitions) as the methods used to catalogue materials (i.e., content and format) impact the program areas. Requires knowledge of client libraries' needs (e.g., staffing levels, technology, level of expertise) is required in order to provide cataloguing expertise and service. Knowledge is applied to ensure client library access to records and materials.

Requires knowledge of provincial/national/local library databases and automated systems such as the online Saskatchewan Union Catalogue, Dynix and Information System Management (ISM) system in order to provide client libraries with access to all library material. Requires knowledge of how to create, evaluate and upgrade database information.

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends 15 hours per week handwriting to initiate and edit catalogue. (3C)

On average, spends 10 hours per week keyboarding to access, edit and format data on information networks. (2C)

On average, spends 9 hours per week in contact with toner from the photocopier, dust from books and other library materials, and driving to meet with client libraries. (1C)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, 34 hours per week are performing activities such as cataloguing, reading, writing, editing, keyboarding and proofreading data entry which require sensory concentration. (2E)

On average, spends 2 hours per week standing while retrieving cataloguing material, walking to retrieve library materials or information in the office area and lifting books weighing less than 8 kg. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 25 hours per week are spent handwriting catalogue records and keyboarding to edit and format data on information networks. These activities require primarily accuracy of physical movement. (2D)

Neither speed nor accuracy of physical movement is required for the remaining 11 hours per week. (1B)

EP; CD #167

August 2015

**Laboratory Technologist  
Provincial Health Laboratory  
Laboratory and Disease Control Services Branch  
Health**

**Occupational Code: SLTW**

**Level 7**

**Main Purpose**

In the Microbiology Unit, performs manual and automated laboratory tests including specimen culturing, antibiotic susceptibilities, and identification of microorganisms.

**Primary Responsibilities**

Performs bacteriology, tuberculosis, parasitology and enterics laboratory tests.

Processes specimens (e.g., checking, labelling, planting, streaking, incubating, preparing microscopic film).

Operates and services testing equipment.

Maintains quality control to meet laboratory licensing standards.

**Factor 1 - Problem Solving (3)**

Problems relate to laboratory testing of specimens.

**Level 3**

Problems include:

1. Whether an organism isolated in a particular specimen is considered a pathogen (certain bacteria are normal under certain conditions).
2. Unexpected or illogical test results.
3. Which testing needs to be done to identify isolated organism.

Solutions are achieved by:

1. Reviewing all information (e.g., age of patient, underlying disorders, specimen site, other test results, antibiotic therapy) to assess relationship between these factors and the test results indicated to determine validity of test results or whether additional tests are required.
2. Considering morphology of organism, sensitivity pattern of organism, purity of test plate, other conventional and automated tests results, reviewing information available from tests and printed

material, discussion with senior staff.

3. Visually examining organism, considering macroscopic and microscopic morphology, and available established biochemical and automated testing methods.

**Level 2**

Problems include:

1. Equipment/instrument malfunctions.

Solutions are achieved by:

1. Running maintenance schedule check (e.g., clean, check calibrations, clean shields).

**Factor 2 - Decision Making (4C)**

**A. Level 4**

Based on testing standards and policies related to specimen culturing and identification of microorganisms, decides: what tests need to be done to identify the organism(s); which sensitivity testing should be done; which antibiotics, if any, to report on organism(s) isolated; priority of tests.

**B. Level C**

Makes decisions once a week regarding the physical safety of clients when inaccurate or invalid test results occur due to equipment malfunction or improper composition of test material. Corrective decisions include recalibrating equipment or altering composition of materials, and repeating the test(s) in order to validate and improve the accuracy of test results. These situations escalate to the point of physical danger less than once a month.

**Level A**

Makes decisions, once every two weeks on average, to administer first aid, such as flushing eyes and skin, and applying topical solutions to co-workers, and decontaminating the work area in response to accidental spills of specimens and / or reagents.

Draws conclusions from laboratory testing daily which indirectly affect the treatment, care and well-being of individuals since clients determine treatment based on test results.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Through primarily telephone contact, resolves conflicts with clients by explaining why certain tests were/were not performed, resulting in mutual agreement (e.g. conduct further or different tests, or discontinue tests based on outcomes).

#### **Level 2**

Through primarily telephone contact, explains to clients (e.g., physicians, nurses) why requested tests cannot be performed (e.g., insufficient amount of specimen, specimen sent in wrong preservative, requested test missed, specimen not received), where there is no requirement to resolve the conflict.

#### **B. Level C**

Provides technical information and consultation to clients regarding results of laboratory analyses, amount/type of specimen required, proper specimen collection and transportation, test applications, and types of results which can be expected from certain tests. This information allows the recipient to requisition appropriate tests and submit appropriate specimens.

### **Factor 4 - Responsibility For Work Of Others (2)**

#### **Level 2**

Provides direction on certain activities to staff outside the unit by checking and verifying accuracy of advising of corrective action required and following-up to ensure corrective action has been taken to ensure that support staff enter accurate information on computer for each specimen received, and media staff ensure quality control assurance for media used.

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires theoretical knowledge of biochemical reactions of specific organisms, what pathogens affect what parts of the human body, what bacteria are normal under certain conditions; knowledge of technical laboratory testing associated with bacteriology (e.g., blood and urine testing); technical knowledge to perform a variety of tests (e.g., antimicrobial susceptibility analysis, disc and biochemical identifications, inoculating media, smearing, pipetting

and staining microscopic films).

Knowledge is applied in conducting laboratory testing to identify disease producing bacteria which cause infections (e.g., salmonella, tuberculosis, urinary and respiratory infections, blood poisoning), and to recognize abnormalities which indicate a requirement for additional testing.

This knowledge is typically obtained through completion of a 39 week laboratory technology training course and a 12 month practicum.

#### **B. Level C**

Requires technical knowledge of various testing instruments and methodologies (e.g., Microscan, Bactec, Anaerobic Chamber, Nephelometers, centrifuges, incubators) knowledge of safety requirements for the packaging shipping, storage and disposal of specimens, infectious microorganisms and testing reagents; fire safety equipment and accessories requirements in the laboratory; the requirements for the reporting of communicable diseases. Requires knowledge of Quality Control and Quality Assurance manuals to ensure accurate test results, and Laboratory Safety, Policy, and Procedure Manuals in order to comply with operational requirements.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 4A**

On average, spends 31.5 hours per week in contact with or exposure to specimens containing potentially infectious organisms which are fatal or disabling (i.e., HIV, and Hepatitis B and C), and reagents, (e.g., acids, ether) containing noxious fumes, toxic, volatile, corrosive and poisonous substances which can cause respiratory disease, liver disease, carcinomas, severe burns. (4F)

On average, spends 3.3 hours per week in contact with or exposure to potentially infectious organisms which may result in long-term communicable disease (e.g., Herpes, Tuberculosis), exposure to gases built from bodily fluids kept in a closed container, residue from fluid samples left on the counter and equipment, and reagents which can cause short term minor illnesses. (3B)

On average, spends 1.5 hours per week in contact with or exposure to organisms which may result in short-term



disease (e.g., Salmonella, Shigella, Adenovirus). (2A)  
On average, spends 1 hour per week exposed to loud noise from testing equipment/analyzers and unpleasant odors. (1A)

On average, spends 1.5 hours per week in activities requiring neither speed nor accuracy of physical movement. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 5A**

On average, spends 31.5 hours per week performing laboratory tests which may result in spillage causing self-contamination or cross-contamination (e.g., destruction of specimens), and constant periods of sitting while performing tests with little opportunity for movement when measuring serum specimens or reagents to conduct test procedures, adding reagents after specific time limits, or when calibrating equipment. (3E)

On average, spends 4.3 hours per week standing or working in confined position to perform, evaluating and monitoring testing activities, writing, entering, and retrieving data on computer. (2A)

On average, spends 1.5 hours/week walking when retrieving specimens and reagents, lifting items, (e.g., boxes of reagents, bottles of water, bleach, and emptying liquid waste from analyzers, storing boxes of requisitions and moving equipment for maintenance) weighing less than 8 kg. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 5A**

On average, spends 31.5 hours per week where speed (to limit exposure to, and risk of contamination of, serum specimens and reagents) and accuracy of physical movement are required in activities such as measuring and adding minute quantities of serum specimens or reagents, (e.g., to prevent spillage resulting in self-contamination or specimen contamination), staining and mounting slides, streaking specimens, setting up sensitivities, incubating specimens, and entering data into laboratory analyzers. (3E)

On average, spends 4.3 hours per week where accuracy of physical movement is a major consideration in activities such as pipetting, calibrating equipment and entering test results in computer. (2A)

**EP; CD #168**  
**Laboratory Technologist**  
**Provincial Health Laboratory**  
**Laboratory and Disease Control Services Branch**  
**Health**  
**Occupational Code: SLTW**  
**Level 8**

**December 2009**

### Main Purpose

In the Immunoserology Unit, researches and recommends laboratory test methods for implementation; performs immunological tests, (e.g., confirmation tests for HIV, Syphilis, Hepatitis, Legionella, Lymes, etc.), and provides direction to staff within the Unit.

### Primary Responsibilities

Researches, tests, evaluates and recommends implementation of new immunological test methods and procedures.

Performs and reports results of diagnostic and confirmation test procedures related to immunoserology.

Provides training and instruction to other laboratory staff on new testing equipment and test procedures.

Operates and maintains all laboratory equipment, and services selected equipment.

Maintains reagent inventory by scheduling use, destroying outdated reagents, ordering reagent stock.

Conducts monthly Quality Control Surveillance and reports results to National Survey Boards.

Provides technical direction to laboratory technologist staff in the unit, (e.g., schedules immune tests, ensures quality and quantity of tests, assigns work priorities and schedules, and provides advice and direction on testing methods, interpretation and analysis of test results).

### Factor 1 - Problem Solving (4)

Typical problems related to managing laboratory testing of specimens.

### **Level 4**

Problems include:

1. Determining whether new equipment or adopting new testing methods will improve/enhance quality and quantity of laboratory testing.
2. Test results are difficult to interpret and analyze.

Solutions are achieved by:

1. Conducting studies in order to evaluate methods and instruments within parameters set up by Scientists, researching new equipment and/or testing methods through actual use, statistically evaluating new standards and methods, assessing impact, reading test information, pamphlets and scientific papers in order to prepare reports and evaluate the study outcome and develop recommendations. Data is further compared by analyzing cost, time, ease of operation, precision and accuracy of results.
2. Reviewing and analysing the testing procedures and methods applied including errors or instrument malfunctions, researching literature on how other labs are performing similar tests, applying different methods or modifying testing procedures to validate or improve test results, identifying problems and determining the factors that may have led to the results achieved, recommending new methods and establishing testingschedules.

### **Level 3**

Problems include:

1. Test results which are incongruent with expected outcomes.

Solutions are achieved by:

1. Identifying cause of poor results by comparing control and calibration results to normal range, repeating controls and recalibrating equipment, obtaining repeat specimens, altering composition of test materials to improve accuracy, or analyzing chemical composition of pre-packaged test kits.

### Factor 2 - Decision Making (4C)

#### **A. Level 4**

Based on laboratory testing protocols, independently has authority to make and implement decisions by establishing test priorities based on types and volumes of tests requested and availability of technologists to perform the tests; reporting, certifying and authorizing release of test results; resolving test errors or instrument malfunctions; alerting physicians to certain positive results, (e.g., Hepatitis, Syphilis, Legionella); and

forecasting requirements for and ordering of reagents.

Makes recommendations such as: changing procedures which direct how test results will be reported, (e.g., FTA-Abs 1+ result be reported as equivocal as this is a confirmatory test for Syphilis, a 1+ reading is borderline which could be either a false positive or an infection that is progressing), or that Lyme positive results will be reported as a preliminary report rather than waiting for reference result; modifying test procedures and instrument maintenance schedules; and adopting new/different testing procedures.

**B. Level C**

Makes decisions once a week regarding the physical well-being of clients when abnormal or invalid test results occur. Checks and corrects the functioning of the equipment, repeats the controls, alters the composition of the test materials and repeats the test(s) in order to validate and improve the accuracy of test results. These situations escalate to the point of physical danger less than once a month.

**Level A**

Makes decisions on average, once every two weeks to administer first aid (e.g., flushing eyes and skin, and applying topical solutions) to staff in the unit and, decontaminating work area in response to accidental spills of specimens and/or reagents.

Draws conclusions from laboratory testing daily which indirectly affects the treatment, care and well-being of individuals and the general population since physicians base their decision on appropriate treatment of disease(s) indicated, (e.g., positive result for communicable disease, Legionella). In the majority, this is of such urgency that reporting results to the physician cannot be deferred.

**Factor 3 - Human Relations Skill (3C)**

**A. Level 3**

Resolves conflict with clients, (e.g., situations where physicians disagree with test results, or where test results have been missed or if incorrect tests were performed). This is done through explanation and taking corrective action, (e.g., requesting repeat specimen to ensure no mix-up of patient serum and repeating test); referral to reference laboratory in Ottawa to conduct test more specific to the need.

**Level 2**

Through primarily telephone contact, explains to clients why test results may be late; why certain tests were or were not, or cannot be, performed in the laboratory; or why additional specimens and tests are required.

**B. Level C**

Technical information is provided to clients and other laboratories regarding various testing procedures, test applications, and types of results, which can be expected from certain tests. This information allows the client to determine a particular course of action, (e.g., what tests to request, how to interpret test results, alternative/confirmation testing methods). For example, providing information related to three different tests that could be used in a particular situation and advising of the pro's and con's of each, (e.g., speed vs accuracy).

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Responsible for checking and verifying the work of clerical staff who report to a different supervisor. Follows up to ensure that any errors/omissions of data entry of specimens are corrected so that testing may be completed.

**Level 1**

Ensures that support staff produce and mail reports within prescribed timelines.

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Requires theoretical knowledge, (e.g., disease process, recognizing accurate/valid vs invalid results, significance of abnormal results) of serology, virology and chemistry; and technical knowledge (eg. operation, service and basic repair) of various instruments, (eg. Abbott AxSYM System, Sanofi Access System, Abbott IMX Analyzer, Gene Amp Thermocycler) and theoretical methodologies (e.g., incubation times, test reagents) employed in performing various test procedures, (i.e., HIV, Syphilis).

This knowledge is applied in performing a variety of laboratory tests; researching and recommending laboratory test methods; providing technical information and consultation to physicians, nurses, other laboratories and clinics, and technologist staff in the unit; and

operating, maintaining/repairing and calibrating laboratory equipment.

This knowledge is typically obtained through completion of a 39 week laboratory technology training course and a 12-month practicum, and additional courses (one year equivalent) in immunology, or a Bachelor of Science degree in Microbiology.

### **B. Level C**

Requires knowledge of protocols and procedures of the lab related to immunological testing in order to research and recommend laboratory test methods, and provide technical information and consultation to physicians, nurses, other laboratories and clinics and technologist staff in the unit.

Requires knowledge of Immunoserology Procedure Manuals in order to conduct daily test procedures; the Quality Control Manual to ensure accurate, precise results; the Syphilis Serology Manual which outlines various procedures for syphilis screening and confirmation; and the Safety Manual to maintain a safe work environment.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 4A**

On average, spends 31.5 hours per week in contact/exposure to specimens containing potentially infectious organisms which are fatal or disabling (i.e., HIV, and Hepatitis B and C), and reagents, (e.g., acids, ether) containing noxious fumes, toxic, volatile, corrosive and poisonous substances which can cause respiratory disease, liver disease, carcinomas, severe burns. (4F)

On average, spends 3.3 hours per week in contact/exposure to potentially infectious organisms which may result in long-term communicable disease (e.g., Herpes, Tuberculosis), exposure to gases built up from bodily fluids kept in a closed container, residue from fluid samples left on the counter and equipment, and reagents which can cause short term minor illnesses. (3B)

On average, spends 1.5 hours per week involving contact or exposure to organisms which may result in short-term disease (e.g., Salmonella, Shigella,

Adenovirus). (2A)

On average, spends 1 hour per week in conditions exposed to loud noise from testing equipment/analyzers and unpleasant odors. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 5A**

On average, 31.5 hours per week are spent conducting tests where interruptions may result in disruption of task or spillage causing self-contamination or cross-contamination, (e.g., destruction) of specimens, and constant periods of sitting while performing tests with little opportunity for movement when measuring serum specimens or reagents to conduct test procedures, adding reagents after specific time limits, or when calibrating equipment. (3E)

On average, 4.3 hours per week are spent standing or working in confined positions to perform, evaluate and monitor testing activities, writing, entering and retrieving data on the computer. (2A)

On average, 1.5 hours per week are spent walking when retrieving specimens and reagents, lifting items, (e.g., boxes of reagents, bottles of water, bleach, and emptying liquid waste from analyzers, storing boxes of requisitions and moving equipment for maintenance) weighing less than 8 kg. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 5A**

On average, spends 31.5 hours per week where speed (to limit exposure to, and risk of contamination of, serum specimens and reagents) and accuracy of physical movement are required in activities such as measuring and adding minute quantities of serum specimens or reagents, (e.g., to prevent spillage resulting in self-contamination or specimen contamination), staining and mounting slides, streaking specimens, setting up sensitivities, incubating specimens, and entering data into laboratory analyzers. (3E)

On average, spends 4.3 hours per week where accuracy of physical movement is a major consideration in activities such as pipetting, calibrating equipment and entering test results in computer. (2A)

On average, spends 1.5 hours per week in activities requiring neither speed nor accuracy of physical movement. (1A)

**EP; CD #175**  
**Research Officer**  
**Research and Evaluation Branch**  
**Social Services**  
**Occupational Code: CROW**  
**Level 11**

**August 2015**

inquiries and information requests.

#### **Level 5**

Typical problems include:

1. A request from a regional director to evaluate preventive services for at-risk youth and their families (e.g., school-based family support program), as an alternative to child protection services (e.g., foster care).
2. Lack of operating information to evaluate the effectiveness of a proposed program (e.g., province-wide income security program for youth).

Solutions are achieved by:

1. Developing indicators of program performance and collecting data from a variety of sources (e.g., quantitative data on child protection from department's automated client index, number of referrals from food bank records, attendance and performance from school records, qualitative data from focus group discussions with parents, educators and community resource people); analyzing the data collected, including the identification and evaluation of issues that emerge from the data (e.g., determining the extent to which a school-based family support program is more appropriate than a community school for reducing reliance on child protection services); developing recommendations for executive management on improving or expanding services and addressing emerging issues.
2. Discussing program goals, current policy directions and existing data on youth income security programs (e.g., Saskatchewan Assistance Plan) with executive management; reviewing service models and evaluation precedents from other jurisdictions and extrapolating information to evaluate this program; collecting data to assess the feasibility of potential options (e.g., reviewing education files of proposed program clients to determine the level of education achieved and the additional education required to prepare clients for skills training programs); writing a discussion document to identify specific issues related to the mandate of the program and to identify the research methodology options to review the program; proposing an evaluation process to assess program effectiveness and making recommendations on whether to develop the program based on the data compiled.

#### **Main Purpose**

Designs and conducts research projects and evaluations of department programs and policies, and represents the department on inter-departmental program evaluation and research committees.

#### **Primary Responsibilities**

Designs and conducts research projects and program evaluations for the department, including identifying options and recommending courses of action to executive management and other stakeholders in the department.

Develops indicators (e.g., number of child protection interventions, referrals from food bank, school attendance, academic performance) for assessing program performance, models caseloads, assesses the outcomes of department policies, and writes research reports to inform department executive management of emerging issues and the extent to which policies and programs are meeting objectives.

Coordinates inter-departmental research projects and represents the department on inter-departmental committees related to program evaluation and research issues (e.g., developing a compatible database with Education and Health to share data on common clients, Saskatchewan Steering Committee for National Population Health Survey, Employment Equity Research Committee).

Provides consulting advice (e.g., advise NGO's regarding the information to collect in order to evaluate program effectiveness, advise inter-departmental committees on survey design specifications and criteria for selecting survey contractor) in response to inquiries and information requests (e.g., research methods, access to data maintained by department) from department staff, other departments, service providers and the public.

#### **Factor 1 - Problem Solving (5)**

Problems relate to conducting research projects and program and policy evaluations and responding to

#### **Level 4**

Typical problems include:

1. A request from a regional director to review the effectiveness of a program delivered by a non-government organization (e.g., Parent Aid).
2. A request from a regional office to design and conduct a client satisfaction survey for all programs delivered in the region (e.g., client service, service location).

Solutions are achieved by:

1. Reviewing existing program information (e.g., demographics, historical client service usage); compiling a statistical data base on clients of the program (e.g., services used over a 2 year period; changes in client status before and after receiving service); analyzing trends in data (e.g., use of services by aboriginal clients); reviewing service models and outcomes from other jurisdictions; developing and documenting conclusions on program effectiveness and presenting results to management.
2. Meeting with regional staff to determine information needs and to develop a list of research questions; explaining research methodology options (e.g., personal interviews, telephone surveys) to regional management and testing chosen methodology on focus groups (e.g., to ensure client characteristics such as literacy and mobility are taken into account); modifying survey instrument based on focus group feedback; surveying a sample of the region's clients; analyzing results; developing and documenting conclusions on client satisfaction and presenting them to regional management.

#### **Factor 2 - Decision Making (5C)**

##### **A. Level 5**

Creates new policy when documenting recommendations for executive management on improving or expanding services (e.g., preventive services for at-risk youth), when making recommendations on whether to develop a proposed program (e.g., province-wide income security program for youth) and when deciding which service-delivery models are more appropriate (e.g., school-based family support program or a community school).

#### **Level 4**

Makes decisions within policies or regulations that are reviewed after the decision has been made, and include: determining the scheduling of program and policy evaluations, which includes coordination of the work of other branch staff; making commitments with inter-departmental or inter-governmental implications (e.g., participating on a project to develop an employment equity survey to be administered across the public service); and making commitments of branch resources (e.g., accepting evaluation projects requiring branch staff time).

##### **B. Level C**

Financial threat to income security clients occurs when they are unable to acquire the financial support they require from existing income security programs. Takes corrective actions less than once per week when assessing the effectiveness of programs and making recommendations on whether to develop a new program (e.g., province-wide income security program for youth).

#### **Factor 3 - Human Relations Skill (3E)**

##### **A. Level 3**

Explains evaluation methodologies used and rationale behind analysis, explains data limitations, and defends findings of program and policy evaluations to managers who want the program or policy evaluation to support a proposed course of action (e.g., increasing resources for a program) and to staff and clients of organizations funded by the department, inter-departmental committees and researchers.

Convinces an inter-departmental committee to modify the project specifications (e.g., sample size, data collection method, structure of final report) in an agreement between the committee and private researchers hired to collect data (e.g., for a government-wide employment equity survey).

##### **B. Level E**

Communicates original concepts based on presenting a research design of sufficient complexity (multi-variable, inter-related inferences, conclusions) so as to require documentation of a hypothesis, research methodology, evidence or proof. This is through publication of findings in the context of empirical scientific research on the entire theoretical model (i.e. New Careers working training programs in reducing reliance on social assistance).

Conducts research and writes reports to document the purpose of research projects and evaluations, the research problem/hypothesis being tested (e.g. social assistance recipients lack work skills which leads to a reliance on social assistance), the research methodologies used to collect and analyze data, and the research findings. Reviews studies and research papers in order to examine the theory (e.g., modelling theory) behind programs being reviewed (e.g., Parent Aide) and the conditions under which the programs are most effective

Given the various social services programming offered in Saskatchewan, demographics of the province and individual communities, underlying issues that exist, education systems, etc.), the concepts are original because of the complexity and uniqueness of the study at hand, and the creation of a hypothesis that has not been studied before.

#### **Level C**

Explains and defends the findings of research projects and evaluations to department executive management, inter-departmental committees, staff and clients of non-government organizations, and members of the research community (e.g., results of Violence Against Women Study were defended against concerns raised by senior Justice department managers, an inter-departmental committee, and a provincial shelter organization that the study findings on the helpfulness of the police were statistically unreliable, the rates of violence were inflated, and the use of women's shelters was under-reported).

Responsible for providing expertise in research methodology (e.g., survey sampling), data manipulation and the application of statistical procedures to colleagues in the branch who are conducting program and policy evaluations.

#### **Factor 4 - Responsibility for Work of Others (2)**

##### **Level 2**

Coordinates (e.g., by directing who will be surveyed, when they will be surveyed, how the surveys will be administered) the work of other department staff who collect information for program evaluations (e.g., staff from Yorkton district administering a client satisfaction survey).

#### **Factor 5 - Job Knowledge (6E)**

##### **A. Level 6**

Requires knowledge of research and program evaluation methodologies (e.g., formative and summative evaluations, use of control groups, pre-test/post-test designs, time-series designs), research techniques (e.g., surveys, focus groups, participant observation, ethnography, content analysis, document research) and descriptive and inferential statistical methodologies (e.g., variance, simple and multiple regression analyses, probability theory, cluster analyses) in order to conduct research projects and program and policy evaluations, and to document evaluation outcomes.

##### **Level 5**

Requires knowledge of theories of poverty, violence towards women and children, and criminal justice, and of social policy development, in order to understand, develop and document the implications of recommended changes to department programs and policies (e.g., causes and effects of implementing a treatment program for young offenders).

Requires knowledge of the inter-relationships between changes in programs and services, and organizational structures.

Requires knowledge of statistical packages in order to conduct statistical analyses (e.g., regression analysis) required for research projects and program evaluations.

Knowledge is typically obtained through the completion of a university degree in one of the social sciences.

##### **B. Level E**

Requires knowledge of the services provided, clients served, authorities for providing service (e.g., authority to apprehend children from a home) and structures for the department's Family and Youth Services programs (e.g., Family Preservation, Young Offender, Child Protection, Foster Care) and the provincial social service delivery systems (e.g., non-government organizations) and the inter-relationships between programs.

Knowledge is applied in developing indicators for assessing program performance, gathering and analyzing data in order to evaluate the performance of existing programs, and identifying options for and making recommendations regarding new programs.

#### **Factor 6 - Working Conditions**

**Overall Rating - 1A**



On average, spends 20 hours per week keyboarding to document the results of program and policy evaluations and perform statistical analyses. (3D)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 31 hours per week work delivering presentations, performing statistical analyses and program evaluation and word processing. (2E)

On average, spends 5 hours per week work sitting while working at a desk or attending meetings; standing while photocopying and walking within the office. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

Both speed and accuracy of physical movement are required for 1 hour per week while using a keyboard when creating or modifying documents, briefing materials or presentations, on short notice, in response to questions from program managers and executive management. (3A)

Accuracy of physical movement is required 19 hours per week while using a keyboard to perform statistical analyses and to document the results of program and policy evaluations. (2C)

Neither speed nor accuracy of physical movement is required 16 hours per week. (1C)

**EP; CD #180**  
**Senior Wildlife Technician**  
**Wildlife Branch**  
**Environment and Resource Management**  
**Occupational Code: SRTX**  
**Level 7**

**December 2009**

### **Major Purpose**

Responsible for the delivery of Provincial Wildlife programs related to the protection of endangered species (flora and fauna), non-game wildlife and game birds.

### **Primary Responsibilities**

Plans province-wide data collection needs and coordinates field operations for Wildlife Programs (specifically Endangered Species, Game Bird, Wildlife Relocation or Introduction and Non-game Wildlife Management).

Conducts analysis of wildlife productivity, mortality, distribution and habitat preference data required for annual management of species.

Liaises with special interest groups to get their input into habitat or species management plans, and management options; responds to public and special interest groups requests for related population and biological information.

Coordinates the capture and relocation of endangered wildlife and game birds within the province to improve local populations.

Coordinates the operation and maintenance of telemetry equipment for the branch.

Coordinates the assignment of branch vehicles and equipment.

### **Factor 1 - Problem Solving (4)**

Problems relate to wildlife program maintenance and planning and organizing the collection of data for the program activities.

#### **Level 4**

Problems include:

1. Suitable habitat needs to be found for reestablishment of endangered swift fox populations.
2. Proposed oil/gas pipeline will be built across prime

wildlife habitat.

3. Decline in game bird population.

Solutions are achieved by:

1. Designing and conducting surveys of areas for release sites, analysing data collected and determining best locations to release the fox, based upon comparison of survey data to information regarding suitable habitat (e.g., flat prairie with lots of badger and ground squirrel holes for the fox to den in) are there, food sources, predators etc. for the species.
2. Reviewing the proposed location of the pipeline, envisioning the effects on the habitat and wildlife populations, recommending protection measures (e.g., ensure that trees, grass etc. are replanted to preserve the habitat of the wildlife species, if the pipeline is projected to cross an area of land with endangered flora, recommending that it is re-routed around the area), designing restoration of habitat (e.g., this is the type of habitat that must be replaced and replanted around the pipeline) and recommending to company for implementation, or recommending an alternative route for the pipeline.
3. Evaluating the existing data, initiating and planning surveys and data collection and reviewing the existing species management plans and making recommendations regarding changes (e.g., decreasing hunting limits, shortening hunting season) to increase the population of the species. These recommendations are based upon comparing survey data against historical population levels and trends, determining what the population should be, and what methods would be most successful to increase the population and predicting what effects the proposed changes will have upon the species in the future.

#### **Level 3**

Problems relate to complaints from the public that there are too many geese creating a nuisance on and around parks, and golf courses.

Solutions are achieved by conducting surveys of the area to determine the number of geese in the area. If there are too many geese in the area, determining the method to be used to remove the geese from the area, and organizing staff as well as volunteers to participate in a "round up". Responsible for capturing, banding and relocating the geese. This involves determining the timing, based upon the age of the geese (e.g., when the adults are moulting, and the goslings haven't imprinted on the area so they won't return when they are adults) and location (based on whether the habitat is suitable for the geese) to release the captured geese.

**Factor 2- Decision Making (4C)**

**A. Level 4**

Makes decisions within policies and regulations and the majority are accepted without review. Decisions include: authorizing expenses and entering into contracts for services (e.g., agreement to rent a plane and pilot to do an aerial survey) up to set limits, developing and implementing wildlife surveys, determining the validity of survey results, scheduling and coordinating wildlife survey programs.

**B. Level C**

Environmental hazard exists where the population of a species decreases to the point where it is designated as endangered. Corrective decisions include: relocating the species to suitable habitat to increase the level of their population; reestablishing a wildlife species in an area with suitable habitat and food sources; determining the methods used to trap the animals, and the timing of when to capture and release them. These decisions are made several times per month, throughout the year.

Environmental hazard exists from the population of an endangered species which is near demise. Corrective decisions to halt its demise (e.g., burrowing owls) include: how and when to implement a "feeding program" for the owls (e.g., providing them with feed, taking steps to encourage an increase in the population of their natural prey). These types of decisions are made an average of two times per year.

Environmental hazard exists when industry wants to develop land (e.g., pipelines, other construction) which will disturb the habitat. Corrective decisions include approving where the company can build, re-routing the pipeline, enforcing restorative habitat measures. These decisions are made an average of two times per year.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Explains department policy to irate members of the public (e.g., individual complains that the hunting season for a particular species of animal is too long or too short, or bag limits are too low). Explains to the individual how hunting seasons are set and provides population information regarding the species to back up the department's position.

Meets with interest groups (e.g., Saskatchewan Wildlife Federation, Saskatchewan Outfitters Association,

Saskatchewan Bow Hunters Association) to get their input into habitat or species management plans. Obtains specific interest groups input into proposed changes to department policies (e.g., Falconry policy). Meets with the group to discuss their interests in drafting the policies, explains the department's proposed changes to policies, species management plans and defends their legitimacy in order to gain acceptance from the special interest groups.

**B. Level B**

Develops and delivers presentations on wildlife topics to special interest groups and school groups. Must have an appreciation for the level of information that is appropriate (e.g., angry group of landowners concerned that too many waterfowl are damaging their crops vs. special interest group). Information is provided to increase the group's knowledge and defend the department's position regarding wildlife related issues.

**Level A**

Instructs field staff and volunteers on the proper methods for collecting Wildlife survey information, the safe handling and use of toxins (e.g., strychnine). Knowledge is transferred to ensure the accurate and safe collection of wildlife data.

**Factor 4 - Responsibility for Work of Others (4)**

**Level 4**

Has full responsibility for the work of 1.3 FTE's (4 seasonal staff).

**Level 2**

Plans, organizes and determines the work procedures for volunteers and field staff involved with special projects (e.g., upland bird surveys, Piping Plover census). Verifies the validity of Wildlife survey data collected, if the data is not valid, instructs the individual on data collection methods and makes them recollect the information.

**Factor 5 - Job Knowledge (4C)**

**A. Level 4**

Requires knowledge of the biological and life requirements (eating habits, breeding habits, habitat etc.) of wildlife (specifically endangered species and game birds), biological sample collection methods, laboratory methods for necropsies (analysis of dead animals/specimens). This knowledge is normally

obtained through a two year technical school diploma in Renewable Resources.

Knowledge is applied in identifying needs of wildlife species, planning inventory surveys and collecting sample information pertaining to specific species (e.g., trapping deer for tagging or giving drug, identifying habitat needs); knowledge of laboratory methods is applied when performing necropsies to determine cause of death of wildlife, when examining remains to determine the age of an animal or identifying diseases.

### **Level 3**

Requires knowledge of the use of computers in order to create programs (e.g., dbase) for field staff to enter survey data.

### **B. Level C**

Requires knowledge of a variety of Wildlife Branch programs (e.g., Game Bird Management, Endangered Species Management, Big Game Management). Knowledge of these programs is applied when planning and developing inventory surveys and methods for releasing or reintroducing wildlife (e.g., Swift Fox) in the province, in explaining the intent to field staff and the public, in recommending revisions to the acts (e.g., drafts recommended changes to the *Wildlife Act* and regulations regarding certain species, for example changing the hunting season, or limiting the bag limit), and in providing technical support (e.g., staff from the bio-diversity program have questions about the sharptailed grouse, or swift fox) to other wildlife program areas when expertise and additional staff is required.

Knowledge of government budget procedures is applied by prioritizing projects and determining costs and benefits of undertaking one project vs. another. Requires knowledge of the statistical analysis of biological data. This knowledge is applied when using branch specific statistical analysis software programs for compiling statistics, and for plotting graphs for species populations reports.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 1A**

On average, spends 1 hour per week exposed to toxic and poisonous substances (e.g., strychnine). (5A)

On average, spends 12 hours per week flying at very low altitudes (i.e., 300 feet or lower); exposed to noise over 85 decibels from the aircraft; exposed to diseases, viruses and parasites (e.g., rabies, lyme disease, ringworm, tapeworm) when handling birds and animals, performing necropsies, trapping and transporting wild animals; meeting with hostile individuals (e.g., irate hunters, landowners with complaints); operating ATV's off road; travelling in adverse weather. (3C)

On average, spends 11 hours per week exposed to loud noises, less than 80 decibels (e.g., flying aerial surveys). (2C)

On average, spends 13.3 hours per week exposed to unpleasant odours when performing necropsies on animals, contact with dust, dampness, when performing wildlife surveys; working on slippery floors in the lab, travelling in good weather conditions; and strain injury from repetitive movements such as keyboarding (3.7 hours per week). (1C)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, spends 6 hours per week running to capture geese, moving large animal carcasses and lifting ATV's and animal crates weighing over 18 kg. (3A)

On average, spends 19.6 hours per week giving injections/extracting blood samples from animals in the field, delivering presentations, weighing animals, performing necropsies, keyboarding, performing aerial wildlife surveys, digging burrows for nest boxes, kneeling to clean nest boxes, banding and weighing birds, installing Burrowing Owl nest boxes, and lifting small animals between 8 and 18 kgs. (2C)

On average, spends 11.7 hours per week sitting, answering phone enquiries; driving; standing at the lab; walking in the office; holding live birds/small animals; and walking up and down stairs to attend meetings on other floors in head office. (1B)

**Factor 8 – Coordination**

**Overall Rating - 2A**

On average, spends 1.4 hours per week where speed and accuracy of physical movements are a major consideration (e.g., extracting blood samples and giving injections to live animals, recording survey data while doing aerial surveys). (3A)

On average, spends 7.7 hours per week performing tasks where accuracy of physical movements is a major consideration (e.g., drafting survey maps, operating, repairing and tuning telemetry equipment, data entry). (2B)

The remaining 28.2 hours neither speed nor accuracy of physical movements is a major consideration. (1D)

EP; CD #183

December 2009

**End User Support Analyst**  
**Corporate Information Technology Branch**  
**Education**  
**Occupational Code: SNWW**  
**Level 6**

**Main Purpose**

Identifies and resolves hardware, software and communication problems for end-users, tests and evaluates hardware and software and trains end-users in their use.

**Primary Responsibilities**

Identifies and resolves end user hardware, software and communication problems, places service calls or purchases hardware and software.

Provides individual training to computer users on the various features of software applications and how to perform functions within software applications.

Tests and evaluates new hardware and software products.

Maintains the department's inventory database for tracking hardware, software and work station configurations.

Updates the branch policy and procedures manual.

Creates, modifies, and evaluates standard documents using databases and macros for projects as assigned.

**Factor 1 - Problem Solving (3)**

Problems relate to identifying and resolving end user computer problems:

**Level 3**

Problems include:

1. End user requires access to a software product not on the network.
2. Software products currently used within the department are not compatible with the new operating system (i.e., Windows 95).
3. Lack of computer inventory tracking.

Solutions are achieved by:

1. Verifying the licensing of the software product, reviewing the type of equipment being used, its storage capabilities and compatibility to operate the new software product. If the equipment is not capable or compatible, researches through manuals to identify the hardware or software required to make the software compatible/capable, if unable to resolve problem contact the software agency to obtain advice. Purchasing (if under \$1500) or installing hardware and software to ensure adequate capability or compatibility.
2. Researching by reading manuals and magazines, testing software with larger hardware components (e.g., larger hard drives), and as a last resort contacting the software agency for advice.
3. Identifying and documenting inventory tracking system needs, meeting with programmer to discuss options, meeting with unit to gather input to the needs analysis, developing a form which is the databank entry point and contains the information the computer will search/compile from, working with programmer to create/adjust query options for users, creating databanks by gathering information personally or through other department employees (e.g., serial numbers, locating items, accounting for all software licenses, each employees' computer equipment and software products, etc.), testing the system by writing queries (e.g., where are all the department's laptop computers and what software packages are on the hard drives), and training computer unit employees on a one on one basis.

**Level 2**

Problems include:

1. System has frozen and user turned computer off while in a file.
2. Printer not printing jobs.

Solutions are achieved by:

1. Questioning user to identify if the file was saved on the network or on a diskette and the software package the file used; using a software utility package; recovering the lost file if saved on the network. Depending on the software product being used, the file saved on diskette may not be recoverable. Reading manuals to identify the backup files the software program operates and as a last resort contact the software agency.
2. Checking printer queue to ensure jobs are being sent to the correct printer, disconnecting the network cable and turning the printer off and on to clear the memory for external pocket printserver

printer, verifying the installation of the network card and replacing it if not operational on network printers.

### **Factor 2 - Decision Making (4A)**

#### **A. Level 4**

Makes decisions within policies and procedures. Decisions are not reviewed and include determining if hardware or software is worth replacing; ordering replacement hardware/software and parts (up to \$1500), deciding from where to order replacement parts; determining how to resolve day to day end user problems and determining the priority of own work.

#### **B. Level A**

Follows government purchasing procedures when purchasing hardware and software products. No corrective decisions are made by the position as no financial loss is occurring.

### **Factor 3 - Human Relations Skill (3B)**

#### **A. Level 3**

Calms users who are angry or frustrated with the computer system and listens, comprehends, analyzes and clarifies issues to ensure clear understanding in order to educate the end user and correct problems; listens to suppliers who are upset payment has not been received and explains policies and procedures regarding payment of invoices; calms users and explains department policy and procedures (e.g., regularly scanning for viruses; removing unauthorized software from end user's computer) and persuades them to adhere to departmental standards.

#### **B. Level B**

Provides one-on-one training to users on software and hardware products (e.g., the various features of software applications and how to perform functions within software applications).

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Automated computer inventory system requires others to input data (serial numbers, licenses, etc.). This requires checking and verifying information for accuracy. Follows up on corrections and provides advice and guidance for future reference.

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires knowledge of the internal components of standard desktop hardware, the operation of network cards and communication devices, a variety of software packages (e.g., WordPerfect, Excel, Corel Draw, Powerpoint, Word, Access); utilities (e.g., Norton, PC Tools, Work Doctor, Checkit); communication software (e.g., Procomm, Chameleon, Trumpet); and operating systems (e.g., Novell, DOS). Knowledge is applied by identifying signs of normal and abnormal application system operations so that problems can be identified; resolving operating problems with network access, peripheral devices, desktop micros, application systems and software packages; testing and maintaining hardware and software products; creating, modifying and evaluating databases and training end users.

#### **B. Level C**

Requires knowledge of vendor and consultant services in order to obtain advice and purchase hardware and software. Requires knowledge of departmental policies and procedures (e.g., security, configurations) in order to comply with and explain departmental policies to end users. Requires knowledge of the department's programs being serviced in order to recommend new hardware and software products to the network manager that meet the end user's needs. Requires knowledge of all hardware and software technical reference manuals and software licenses to ensure the correct number of copies of software packages.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, 24 hours per week involves repetitive movements when keyboarding. (3E)

On average, 9 hours per week involves interaction with rude and impolite people (e.g., the system is down at a crucial time for the user or user's file is lost) (3 hours), and being exposed to loud noise (e.g., replacing equipment in the computer room) (6 hours). (2C)

On average, spends 3 hours per week exposed to ink, cleaning agents (e.g., rubbing alcohol; crazy glue), and toner in photocopiers and laser printers while moving/installing equipment. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, 31 hours per week involves lifting/pulling weights between 8-18 kg. and crouching/stooping when moving and installing computer equipment (4 hours), resolving end user problems (3 hours) and keyboarding when entering data (24 hours). (2E)

On average, 5 hours per week involves lifting/pulling weights under 8 kg (e.g., moving and installing computer equipment). (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, both accuracy and speed of physical movement are important 3 hours per week when keyboarding to resolve user or network problems in order to enable users to continue working as soon as possible. (3A)

On average, accuracy of physical movement is required 30 hours per week when keyboarding to enter and access data (21 hours), and when moving, installing, configuring and repairing hardware components (9 hours). (2D)

Neither speed nor accuracy of physical movement is important for 3 hour per week. (1A)



EP; CD #184

December 2009

**Local and Wide Area Network Support Technician  
Corporate Information Technology Branch, Regina  
Education**

**Occupational Code: SNWW  
Level 7**

**Main Purpose**

Maintains, enhances, and troubleshoots LAN and WAN, diagnoses and resolves end-user difficulties and maintains the department's e-mail system.

**Primary Responsibilities**

Installs, configures, tests, and assesses the impact of hardware and software changes/enhancements on the main and remote file servers.

Maintains the local area network (LAN) and wide area network (WAN) by adhering to network security policies, implementing disaster recovery procedures, monitoring system usage and resolving problems.

Maintains the department's e-mail system by monitoring gateways and system capacity, and establishing and deleting user accounts.

Analyses and resolves end-user hardware and software problems.

Assigns and verifies the work of help desk staff relating to the maintenance or set up of workstations, related software products and conducting hardware/software orientations for end users.

As a department representative, exchanges technical information and ideas with other government department computer representatives.

**Factor 1 - Problem Solving (4)**

Problems relate to the preventative and on-going administration, maintenance and operation of computer hardware and software, and the LAN and WAN systems.

**Level 4**

Problems typically include:

1. Current hardware and software products not capable of handling future system operational requirements.

Solutions are achieved by:

1. Identifying user needs through interviews, evaluating the current system's capabilities, the branch's business practices, policies and legislation, analysing and identifying shortcomings with the current system, researching texts, magazines and manuals, evaluating options (e.g. purchase new product, contract for services, develop in-house), determining the system's potential for increased capability and compatibility with future products and researching, testing and recommending new hardware and software options to the network manager.

**Level 3**

Problems include:

1. Establishing or deleting user access or security.
2. User deleted all printer files when setting up printer in Windows 95.
3. User cannot retrieve e-mail file.

Solutions are achieved by:

1. Using the employee identification and software access form authorized by the director, checking if the employee's name and initials conflict with another employees', adding the employee to the network, establishing the employee with access to software, e-mail and printers, and providing network orientation to the user.
2. Resetting all printers on the network by reinstalling the printer driver (i.e., software which corresponds to the software package being used by the end user) which involves configuring each printer on the network according to established configurations.
3. Checking error messages user is receiving (e.g., user did not log out before turning off computer), choosing a utility package considering the software the file was operating in, and running the utility package to save the file. If unsalvageable, restore file from backup.

**Factor 2 - Decision Making (4B)**

**A. Level 4**

Makes decisions within policies and procedures. Decisions are not reviewed and include: installing hardware (e.g., change software drivers, network cards, swap network hubs); determining when to contact CDSL, ISM, and SaskTel (e.g., to resolve communication problems); purchasing hardware under \$1500; and network operational issues (e.g., approving/denying security access).

**B. Level B**

The integrity of data is threatened when software does not perform as required (e.g., reports contain incorrect data on which monetary decisions are made).

Corrective actions include diagnosing and resolving problems with software configurations, restoring files and correcting problems with network cabling, devices and desktop micros.

**Factor 3 - Human Relations Skill (3B)**

**A. Level 3**

Calms end users who are angry or frustrated with the computer system and listens, comprehends, analyzes and clarifies issues to ensure clear understanding in order to correct the problems; and explains policies (e.g., denying software access to a user).

**Level 2**

Listens and clarifies information when communicating with help desk personnel, end users, analysts, agencies, and vendors in order to understand, assess, diagnose and resolve the technical, equipment or operational difficulty.

**B. Level B**

Explains policies, procedures, network, hardware and software (e.g., WordPerfect, Excel, DataEase) system capabilities to help desk personnel and end users to increase their understanding of how the network system operates and how to access programs on the network. Conducts one-on-one orientation sessions to educate users regarding the network, its features and how to use it.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Responsible for assigning and verifying the work of help desk staff. Work assignments relate to the maintenance or set up of workstations, related software products, and conducting hardware/software orientations for end users.

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Requires knowledge of network operating systems (e.g., Novell), communication software (e.g, ProComm); software applications (e.g., WordPerfect, Excel, Dataease); various protocols (e.g., TCP/IP, SNA),

Local and Wide Area Network Support Technician Internet, hardware (e.g., CPU, disk drives, printers); remote servers; utility applications (e.g., Saber, Norton); and Job Control Language.

This knowledge is required to install, configure and test software; assess the impact on the LAN and WAN and the department's communication software; run and interpret diagnostics; implement disaster recovery procedures; create and delete user accounts; monitor system usage and communications gateways; assess software capabilities; conduct hardware maintenance; resolve problems with network cabling and devices; and restore files.

Knowledge is typically obtained through a four year Bachelor of Computer Science degree.

**B. Level C**

Requires knowledge of vendor and consultant services in order to obtain repairs and purchase hardware. Requires knowledge of departmental policies and procedures (e.g., security, configurations) in order to comply with and explain departmental policies to end users. Requires knowledge of the department's programs being serviced in order to recommend new hardware and software products to the network manager that meet the end user's needs and to develop and document procedures for installing and configuring software on desktop micros. Requires knowledge of all hardware and software technical reference manuals (e.g., for each piece of hardware and software across the department) and software licenses to ensure the correct number of copies of software packages.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, 23 hours per week involves working with deadline pressures caused by interruptions from others while moving hardware and other equipment (4 hours) and while installing, configuring and repairing hardware and software (19 hours). (3E)

On average, 13 hours per week involves performing repetitive hand movements while keyboarding (10 hours) and interacting with rude or impolite people (e.g., users can't log on to network (3 hours). (2C)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, 34 hours per week involve keyboarding, installing, configuring and repairing hardware and software, interacting with rude or impolite people and pushing or pulling weights more than 8kg and less than 18 kg while moving computer hardware. (2E)

On average, 2 hours per week involve standing, lifting, pushing and pulling weights less than 8 kg while moving computer hardware. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, both accuracy and speed of physical movement are important 10 hours per week when keyboarding to resolve user or network problems in order to enable users to continue working as soon as possible. (3B)

On average, accuracy of physical movement is required for 23 hours per week while installing, configuring and repairing hardware and software and moving PCs and other equipment. (2D)

On average, neither speed nor accuracy of physical movement is important for 3 hours per week. (1A)

EP; CD #190  
Database Administrator  
Corporate Information and Technology Branch  
Health  
Occupational Code: SITX  
Level 10

December 2009

### Main Purpose

Ensures the Health Corporate Databases in the Ingres and SQL Server environments are functioning properly and that any development or modifications are consistent with the Corporate Architecture. Sets standards to ensure consistent integration of health data.

### Primary Responsibilities

Plans and installs upgrades to the relational database management system.

Designs and modifies databases as per user requests and system requirements.

Monitors system performance and co-ordinates, plans and configures updates to database systems to maximize performance of computer system.

Establishes and implements back-up and recovery process for data in co-operation with the Systems Administrator.

Provides technical support and educational information to clients and stakeholders on issues relating to application design, tools and database concepts.

Establishes data security and integrity.

Manages disk space by anticipating demand, assessing current capabilities, and requesting additional disk space or tuning of particular disk.

### Factor 1 - Problem Solving (6)

Problems relate to designing large multi-user applications implemented with a complex DBMS and requiring complex integrity constraints and high performance, resolving DBMS error conditions, and completing databases by designing and adding complex business rules and constraints.

#### Level 6

Problems typically include:

1. The current data model used in the large multi-user

corporate databases are not capable of matching strategic and operational goals.

2. Developers are suggesting the use of a relational database that does not fit the current strategic plan and data model vision for the future.

Solutions typically include:

1. Conducting in-depth research regarding the relationship between departmental strategic and operational goals relating to the departmental systems integration and architecture; analysing and comparing emerging technological trends to existing systems and infrastructure; establishing standards or methodologies to be applied to the modified or new systems (e.g., integrity constraints); comparing department demands with budget restrictions; and recommending a plan for the next 2 – 4 years.
2. Determining the future requirements data base systems and how the future designs can be implemented; obtaining and analysing information from the developers regarding design methodologies used and contemplated; analysing and comparing large multi-user database trends to current systems; and consulting with and directing developers regarding the need for specific standards program specifications in order to meet the future direction various branches. Recommends possible alternative solutions to the developers and provides direction in evaluation and implementation.

### Factor 2 - Decision Making (5C)

#### A. Level 5

Makes database tuning and configuration decisions on a daily basis including modifying or creating new database standards for a specific application in order to improve the database performance. These standards are used by all IT branch staff and are typically reviewed after implementation.

#### B. Level C

Loss of system storage space exists when there is old or inactive data on the system. Corrective decisions include deleting the date or saving to portable backup systems to ensure that adequate space is available to maintain the various department system applications.

Initiates database changes to the structure, usage, or content on a daily basis that are required to address current errors or malfunctions within the system.

### Factor 3 - Human Relations Skill (3C)

**A. Level 3**

Conflict occurs when users are angry or frustrated with the system. Requires calming the individual, listening, comprehending, analyzing and clarifying issues to develop a mutual understanding of the system and correcting the problems. Listens to department employees questioning database change requests and explaining the impact of the changes such as proposed changes are not possible in light of system capability or overall integrity of database.

**B. Level C**

Requires communicating technical ideas regarding the future design of relational databases to various department professionals (i.e. Data Architect) and outside consultants (where applicable). Typically, other professionals in the field accept these ideas as valid.

**Factor 4 - Responsibility For Work of Others (2)****Level 2**

Monitors and directs departmental systems development teams in the correct use of current data structures as well as the setting up of new data structures on an occasional or project basis.

**Factor 5 - Job Knowledge (5E)****A. Level 5**

Requires knowledge of theories, principles and concepts in database design and modelling, software installation, computer programming as well as knowledge of software such as SQL, Ingres, System Architect or Unix in order to: design, develop, test and implement changes to database systems; manage data in a secure environment; read, understand and apply technical manuals; and identify and resolve system problems.

Knowledge is typically obtained through the completion of a Bachelor Degree in Computer Science.

**B. Level E**

Requires knowledge of the Department's Information and Technology standards in order to implement, enforce, explain and interpret the organization's operating standards to database developers and users [e.g., developers are to use "rule of fours" as a naming standard (i.e., names must be split into syllables of 1-4 characters) and proper notification and authorization of changes to development databases or production data]. Requires knowledge of the Department's Information

Technology Architecture in order to comply with plans set out therein for ongoing development of information structure (e.g., use of common data definitions, integrating applications by using common databases and passing data to other systems in common formats).

Requires knowledge of department programs and business processes (e.g., SAIL oxygen program and Health Insurance Registration processes) in order to develop data models and databases (which contain all of the data processed by the custom software applications and are the "hub" around which the department's software applications are built) that will allow the software applications to interface with each other and storage of health information in a consistent and non-redundant way so that it can easily be adapted to meet future needs .

**Factor 6 - Working Conditions****Overall Rating - 2A**

On average, spends 23 hours per week keyboarding. (3E)

On average, spends 5 hour per week, interacting with rude and impolite people (i.e., clients who are dissatisfied with answers or restrictions they are given when they try to change databases). (2B)

On average, spends 8 hours per week working with low level background noise. (1C)

**Factor 7 - Demand****Overall Rating - 3A**

On average, spends 31 hours per week performing work such as systems design, computer programming, and interacting with rude and impolite people. (2E)

On average, spends 5 hours per week in meetings or discussions with managers or staff regarding system design and enhancements. (1A)

**Factor 8 - Coordination**

**Overall Rating - 4A**

On average, spends 17 hours a week where speed and accuracy are equally important when completing system tuning, configuration, restoration, and upgrades under deadline pressure. (3C)

Accuracy of physical movement is a major consideration for 11 hours per week when installing, upgrading and tuning software, system modelling, writing notes, creating programming code and entering and verifying information. (2B)

For 8 hours per week, neither speed nor accuracy of physical movement is required. (1B)

**EP; CD # 191**  
**Business Analyst**  
**Medical Services and Health Registration Branch**  
**Health**  
**Occupational Code: SIBW**  
**Level 7**

**August 2015**

Solutions are achieved by:

**Main Purpose**

Through consultation with medical and claims personnel, tests, analyzes and evaluates the effects of policy and program changes on the automated medical claims process and updating systems. Provides information regarding policy changes and the potential impact on assessment results to programmer analysts to implement computer system changes.

**Primary Responsibilities**

Monitors, researches, reviews and evaluates current and proposed policies and assesses the impact on automated assessment and updating systems.

Consults with medical consultants and claims processing personnel regarding implementation and alteration of Medical Services Plan payment policies.

Provides information to programmers who incorporate Medical Services Plan policy changes and physician pay schedule changes into the computer production files.

Develops and implements diagnostic coding systems and provides information regarding policy changes and the potential impact on assessment results to programmer analysts to implement computer system changes.

**Factor 1 - Problem Solving (3)**

Problems relate to the effects of policy changes on automated assessment and updating systems.

**Level 3**

Problems include:

1. Policy changes not sustainable in existing software programs.
2. Discrepancies and/or errors in computer assessment programs (e.g., unusually high amount of rejected claims).
3. System changes requiring thorough testing prior to implementation.

1. i) Independently and in consultation with users, conducting needs assessments (e.g., how, where and what data will be stored and how the data will integrate with other elements of the database system); ii) identifying, reviewing and evaluating existing assessment rules and system environment; iii) determining, analyzing and creating new rules (e.g., whether a new claim will be accepted or rejected due to changes in acceptance criteria) to support the system changes and providing information and guidance to programmer analysts responsible for incorporating these system changes into production.
2. Reviewing and analyzing production statistical control records, comparing them with the department's regulations and policies and identifying and investigating unusual records in order to compile study report recommending alternative assessment rules.
3. Determining and analyzing material needed to test all changes; evaluating test results against control records and determining whether further technical changes are required by programmers before system changes can be approved.

**Factor 2 - Decision Making (4C)**

**A. Level 4**

Makes decisions within policies and procedures which are not reviewed and include: determining which sample claims should be added or deleted from computer database; deciding whether policy or negotiated rate changes require creation of new edit or assessment rules; and determining the time frame for implementation of new rates or payment schedules on the system.

**B. Level C**

Financial loss occurs when testing does not reveal the inadequacies of the assessment system, resulting in incorrect reimbursements to clients. Corrective decisions include reviewing and identifying system changes necessary to improve performance of system; providing required changes to programmers responsible for making programming changes to the computer system. These decisions occur, on average, monthly.

**Factor 3 - Human Relations Skill (3C)**

Physician, Chiropractor, Optometric and Dental  
Payment Schedules.

**A. Level 3**

Calms users who are frustrated with incorrect assessment results and changes to the operation of the assessment system. Convinces users that although the process they currently follow to assess claims is yielding the correct results in some cases, they must adhere to the specifically designed processes to ensure correct assessments are made in all cases.

**B. Level C**

Communicates technical information to programmer analysts when discussing coded routines that have been written to ensure intent of system changes is understood and the appropriate changes to the system are made before implementation; consults with medical consultants regarding implementation of Medical Services Plan payment policies.

Knowledge is applied by analyzing and evaluating assessment programs and applicable policies and performing statistical analysis to develop base testing criteria; creating and implementing edit and assessment rules; determining applicable testing material; analyzing the implications of proposed changes; integrating various payment schedules, assessment manuals, regulations and department policies with computer system to reflect accurate rates of payment; preparing the non-WCB, non-DVA and other medical claims for processing.

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

An historical pattern has been established that the position is responsible for the full supervision of one Medical Accounts Assessor who, on a recurring basis, formally reports to this position for four months per year.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, 26 hours per week involves repetitive movements when keyboarding while testing, evaluating and creating assessment rules. (3E)

On average, 5 hours per week involves interaction with rude and impolite people (e.g., the system is down at a crucial time for the user or while meeting to discuss program testing). (2B)

**Factor 5 - Job Knowledge (4C)**

**A. Level 4**

Requires knowledge of COBOL programming language and software such as Paradox, CICS, Microsoft Access and Windows in order to obtain data and test and evaluate newly created, revised or deleted assessment rules implemented by programmers and to run and analyze ad hoc reports; knowledge of the relationship of information stored in the system to ensure that it is not negatively impacted by changes; knowledge of standard data entry methods and procedures and advanced mathematical knowledge in order to interpret statistical data and percentage calculation used to prepare reports.

On average, 5 hours per week involves risk of strain when handwriting while performing mathematical calculations (2 hours), and being exposed to deadline pressures caused by interruptions while keyboarding (1 hour) and assembling information in order to meet run-date deadlines (2 hours). (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, 34 hours per week involves keyboarding (27 hours), handwriting while performing mathematical calculations (2 hours) and working with rude and impolite people while discussing program testing methods (5 hours). (2E)

**B. Level C**

Requires knowledge of all programs and policies administered by Medical Services Plan (e.g. in-and out – of-province medical coverage); the branch's claims processing and assessment applications, disk maintenance systems, multiple physician registry applications and the on-line error corrections program; departmental coding and assessment policies; and the department's payment schedules which include

On average, 2 hours per week involves lifting computer printout files weighing 8 kg while gathering testing information. (1A)



**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, accuracy of physical movement is required 29 hours per week when keyboarding (27 hours) and while handwriting to perform mathematical calculations (2 hours). (2D)

Neither speed nor accuracy of physical movement is required for 7 hours per week. (1A)

**EP; CD #201** **December 2009**  
**Student Aid Consultant**  
**Student Financial Assistance Unit**  
**Post Secondary Education and Skills Training**  
**Occupational Code: CAEW**  
**Level 6**

**Main Purpose**

Provides advisory information services regarding the Student Financial Assistance Programs to external agencies and students.

**Primary Responsibilities**

Provides information regarding the Student Financial Assistance Programs to post secondary institutions, potential clients and government officials.

Develops and delivers presentations and attends career days throughout the province to provide information on the Student Financial Assistance Programs.

Develops and revises training manuals and presentation material (e.g., information handouts, flip charts, student application package, summary of program information) and provides training sessions outlining new or revised Student Financial Assistance Program policy changes to staff.

Provides information to clients about the Student Financial Assistance Programs (including money management, debt counselling, budgeting) and assesses their eligibility and/or directs clients to alternate funding sources.

Reviews for approval non-routine assessments and re-evaluates clients' eligibility for funding.

**Factor 1 - Problem Solving (3)**

Problems relate to lack of awareness about the Student Financial Assistance Programs, clients' dissatisfaction with amount of funding provided, disputes regarding eligibility, and ensuring departmental requirements are met by post secondary institutions.

**Level 3**

Typical problems include:

1. Public, staff members, students and postsecondary institutions ask questions or seek clarification including information about the Student Financial

- Assistance Programs, the process and how to complete applications for program funding.
2. Client disputes ineligibility for Student Financial Assistance Programs.
  3. Post secondary institution is unclear about role and responsibilities expected by the department or does not comply with departmental requirements (e.g., late submitting forms, incomplete documentation submitted).
  4. Private vocational schools are trying to obtain more funds for students than is approved (e.g., making claims for excess tuition and book costs that are not approved by the department).

Solutions are achieved by:

1. Developing content and holding informational and training sessions for staff, the public or the post secondary institutions to increase awareness and understanding of the Student Financial Assistance Programs and reduce the number of applications that are completed and submitted incorrectly.
2. Requesting and confirming information on file is accurate, understanding the concerns raised by the client, explaining the eligibility criteria to client, correcting information as necessary, re-evaluating and reassessing the application for program funding, approving or denying benefits, and providing explanation of action taken to the client.
3. Considering the number of questions, their significance and the common themes which may arise among schools and students, determines where and when to hold training sessions: to explain departmental policy and the responsibility to comply; to enforce departmental policy by requesting submission of information which will enable the department to release program funding to students; to analyze the student's attendance records and transcripts of marks obtained from the school as well as other documentation on the student's file to determine if the school and the student are complying with departmental policy.
4. Reviewing records of the post secondary institution to determine if an error was made in recording funding information. If not in error, contacting the department's Private Vocational School Unit to determine if additional tuition and book allowances have been approved. If no additional approval was granted, explaining to the students or the post secondary institution that allowance would not exceed originally approved amount.

## **Factor 2 - Decision Making (5C)**

### **A. Level 5**

Makes decisions which are outside of policies.

Decisions include: granting requests for full amount of student loan to be issued at the beginning of the school year instead of monthly installments (weekly basis during the beginning of the school year); allowing additional expense of parent's second residence, when the parent is required to relocate to obtain employment (weekly); allowing additional travel costs for practicum students who are required to relocate during internships (daily); allowing additional medical expenses other than those recognized in the policy including specialized foods for students with allergies, chiropractor/massage and vaccines required for nurses before practicums (daily). The majority of these decisions are reviewed after a decision has been made.

### **Level 4**

Makes decisions within standards, policies or regulations. The majority of these decisions are accepted without review including: withholding funds if a client is ineligible, approving or correcting a client's application for funding, or reissuing lost documents.

### **B. Level C**

Financial loss to clients occurs where they have received less than the eligible amount to which they are entitled. Corrective decisions involve increasing funding provided after re-evaluating a client's eligibility and reviewing non-routine applications for program funding. These decisions occur on a daily basis.

## **Factor 3 - Human Relations Skill (3B)**

### **A. Level 3**

Calms angry clients who are upset that eligibility for program funding does not meet their expectations. Reviews non-routine assessments and re-evaluates applications for program funding. Requires clarifying the issue to gain understanding of the client's concern. Explains to the client or the Post Secondary Institutions the relative sections of the program criteria and the requirements which must be met in order to obtain or maintain eligibility for funding under the Student Financial Assistance Programs.

### **B. Level B**

Designs and gives presentations and training to educate departmental employees and the public throughout the province about the Student Financial Assistance Programs (e.g., federal and provincial full time and part

time loan programs, forgivable/remissible loan plan, special opportunity grants, repayment/interest relief plans, special incentive plan).

Explains to Post Secondary Institutions the requirements of the Student Financial Assistance Program policies (e.g., schools responsibility: to submit documentation on discontinuations; to administer the 90% attendance policy; to administer the 60% enrolment policy).

Explains the Student Financial Assistance Program, its processes, requirements and eligibility criteria, and responds to questions posed by students, family members and staff.

## **Factor 4 - Responsibility for Work of Others (2)**

### **Level 2**

Ensures funding released to students is meeting program criteria by reviewing applications and checking to ensure data is entered accurately and policy is being applied correctly. If an error is made by one of the department's assessors when entering a student's application for funding, identifies the error, speaks with the original assessor to explain the error; asks the assessor to make the correction, and ensures the correction has been made by the assessor.

## **Factor 5 - Knowledge (3C)**

### **A. Level 3**

Requires knowledge of how to develop and deliver public presentations and training materials. Requires knowledge of how to present and communicate program information in an educational way which can be understood by a variety of different audiences.

Requires knowledge of client's financial need for program funding and knowledge of how to interact with clients in a way that is sensitive to their needs. Requires knowledge of interview techniques in order to obtain necessary information to assess client's eligibility for program funding and respond to their concerns (e.g., debt counselling).

### **Level 2**

Requires knowledge of relational databases and electronic mail computer applications to enter and retrieve data. Requires knowledge of how to calculate percentages in order to assess client's program funding.

### **B. Level C**

Requires knowledge of the federal and provincial Student Financial Assistance Programs and administrative guidelines which includes the federal and provincial full time and part time loan programs, the forgivable/remissible loan plan, the special opportunity grants, the repayment/interest relief plans and the special incentive plan. Knowledge is applied in providing program information and debt counselling to clients and their families, determining and explaining clients' eligibility, resolving discrepancies (e.g., changes to program exemptions from one year to the next), explaining program information to the public and employees at presentations and training sessions, revising program information and enforcing department's requirements of designated post secondary institutions (to enable designated institutions to continue administering student loans).

Requires knowledge of funding programs not administered by the branch to provide general information to clients and to direct these clients to other potential funding sources (e.g., Emergency Loans, private student loan programs, social assistance programs, scholarships, bursaries). Requires knowledge of Private Vocational School and Revenue Canada Income Tax policies to respond to routine questions.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 1A**

On average, spends 31.3 hours per week keyboarding (8 hours), using the calculator (5 hours) and working under deadline pressure caused by interruption from others (10 hours); interacting with rude or impolite people including those who dispute their ineligibility for funding or disagree with the amount of funding provided under the Student Financial Assistance Programs (4 hours), and working in an open office environment with a lot of background noise, below 85 decibels (4 1/3 hours). (2F)

On average, spends 6 hours per week writing correspondence (3 hours) and travelling in good road conditions (3 hours). (1B)

#### **Factor 7 - Demand**

##### **Overall Rating – 3A**

On average, spends 31.3 hours per week keyboarding, using the calculator, delivering presentations on Student Financial Assistance Programs and speaking with students to gather information to enable reassessment and re-evaluation of their application for funding, and interacting with people who are rude or impolite and are disputing or questioning their ineligibility for program funding. (2E)

On average, spends 14.3 hours per week driving in good conditions, responding to questions about the Student Financial Assistance Programs, and lifting and arranging tables and chairs weighing under 8 kgs. for presentations. (1B)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

On average, 8 hours per week require speed and accuracy of physical movement including keyboarding and using the calculator. In these circumstances clients are waiting for corrections to be made, application information to be updated and funds to be reissued. (3B)

On average, 9.3 hours per week require accuracy of physical movement including setting up displays and physically arranging tables and chairs for presentations, driving throughout the province to give presentations, keyboarding and using the calculator while reviewing non-routine assessments and re-evaluating client's eligibility for program funding. (2B)

On average, 20 hours per week neither speed nor accuracy of physical movement is required. (1C)

EP; CD #203  
November 22, 2010  
**Specialized Livestock Development Specialist**  
**Sustainable Production**  
**Agriculture and Food**  
**Occupational Code: CAGX**  
**Level 14**

**Main Purpose**

Develops and implements policies, regulations, and programs to promote the development of the specialized livestock industry i.e., horses, elk, white-tailed deer, mule deer, fallow deer, caribou, bison, wild boar, ratites, game birds, and camelids.

**Primary Responsibilities**

Identifies opportunities and develops strategies that will establish/expand specialized livestock industries.

Initiates liaison, develops approaches and plans, and promotes industry development with producer and industry groups, processors, researchers, and provincial and federal government departments, on such matters as the development of industry boards, creation of marketing plans, review of trade barriers, access to research funds, and changes to legislation.

Conducts, or oversees the conduct of, research and analyses on the status of the specialized livestock industry, including economic feasibility, environmental impact, constraints to expansion, and infrastructure and value added developments.

Develops educational and technology transfer programs to increase knowledge of producers and the public with respect to the specialized livestock industry.

Develops legislative and regulatory framework for the implementation of specialized livestock programs and policies, and advises on the interpretation for enforcement purposes.

**Factor 1 - Problem Solving (6)**

Problems relate to effecting development and growth in specialized livestock industries, given the present status and realities of technology development, production and marketing of finished products, and diversity of the global market place.

**Level 6**  
Problems typically include:

1. Producers express interest in establishing/expanding their specialized livestock operations but are frustrated by the lack of support for and information on such economic opportunities.
2. Producers identify business opportunities for paid hunting on game farms, and for game farming on crown land but existing legislation does not permit such activity.
3. Producers and rural community leaders identify opportunities to utilize surplus big game population but are unfamiliar with approaches to develop the industry.

Solutions are achieved by:

1. Researching and analysing the status of each species farmed in the province (e.g., production statistics, economic values, infrastructure development, environmental impact, production operations, and inter-provincial and international trade); undertaking industry-specific consultations and developing proposals for the creation of industry advisory boards. Researching and analysing constraints and obstacles to industry development, such as trade barriers, lack of support by financial institutions, and contradictory or incompatible regulations and policies of differing levels of government. Developing long term plans and strategies for industry development for the consideration of department officials, including strategic operating plan, industry business planning, technology transfer plan, and producer and public information activities. Consulting with market development officials of the department to create a formal market structure. Identifying priorities and key issues, resource allocations, performance indicators, sources of funding, and continuing to advise the department on technical, operational, strategic, relationship, and political issues as the industries further develop. Identifying industry inter-relationships and participating in provincial-federal funding consultations to set priorities and recommend projects for financial support (i.e., commercial development, secondary processing, marketing efforts).
2. Assessing the potential for the development of hunting on game farms and for using crown lands for game farming, identifying the issues involved and the participants to consult; researching the regulatory framework and identifying new or changes to legislation. Establishing inter-departmental and public consultation mechanisms and preparing/presenting analyses of the proposed

changes. Researching and projecting the implications for the economy, species, environment, government processes, and the potential reactions of non-producers i.e., other livestock producers, environmentalists, public interest groups, animal rights activists. Assessing legal requirements and determining the resources required, regulatory and administrative requirements, and revenue generated. Preparing briefing materials for senior officials and presenting policy options to legislative bodies; drafting legislation and developing policy to effect legislated decisions.

3. Researching and analysing current big game production and sales, history and rate of industry development, opportunities for diversification at the provincial (e.g., start-up farms) and national and international levels (e.g., specialty meat markets, increase in foreign hunters); consulting with economic and trade development specialists of the provincial and federal governments to identify regulatory and trade obstacles and develop changes; accessing funding for trade missions to Asian countries where venison and processed antler velvet are increasing in demand; encouraging producers to focus on non-resident consumers and international exporting and advising industry associations to develop/promote this emphasis. Organizing public meetings. Identifying the development of the elk and white-tail deer industries as priority sectors for the province, advising policy decision-makers on the support and programs needed to promote and enhance this industry (e.g., advocating for research and financial support); and developing/ensuring the development of information for use of producers (e.g., handbooks and newsletters on production, disease, facilities, marketing, and processing).

### **Factor 2 - Decision Making (6C)**

#### **A. Level 6**

Makes decisions in the development of legislation, regulations, and policies which establish the government's support to, and control of, specialized livestock industries. Decides: need for and content of new or revised regulations (e.g., enabling paid hunting on crown land, incorporating designated disease provisions) and policies (e.g., requirements for and methods to inspect facilities prior to licensing). Documents the interpretation and the intent of regulations with respect to domestic indigenous animals and provides written policy for enforcement by the department's inspectors; authorizes deviation from regulations (e.g., ear tags not required for animals

Specialized Livestock Development Specialist imported from Alberta). Decisions are not reviewed, except for the process to effect legislated changes.

#### **B. Level C**

Financial loss to producers occurs when animals contract and spread diseases. Corrective action includes quarantining, or destroying diseased animals. These actions occur monthly.

### **Factor 3 - Human Relations Skill (5E)**

#### **A. Level 5**

Represents the department and advocates indigenous animal industry development to the technical advisory committee on domestic indigenous animal farming, comprised of provincial environmental and wildlife groups, federal representatives, and representatives of agri-businesses and industries. Achieves consensus on such divisive issues as the utilization of indigenous animals for farming, development and controls of the industries, support for paid hunting, enforcement measures and costs, and response to designated diseases. Conducts formal and informal consultations to ensure all aspects of issues and concerns are known and appreciated and that department/government positions and actions are supported by the broadest possible public interest. Develops agreements with Saskatchewan Environment and Resources Management on the respective authorities vis-a-vis indigenous animals and the mutual commitment and actions to take with respect to paid hunting and using crown lands for indigenous animal farming.

#### **B. Level E**

Verbal, listening and comprehension skills are required to understand and address the scientific basis of concerns and issues related to indigenous animal farming, including review and analysis of research projects (e.g., to develop serological tests for detecting designated diseases) jointly funded by the provincial and federal governments, discussing project structure and funding with scientists. Comprehension and communication skills are required to assess research findings and affect, and their applicability to department policies and actions, and to refute arguments or statements of scientists or antagonists that are detrimental to the provincial industries (e.g., design research project to demonstrate technological developments and the scientific basis for electro immobilization when velveting elk).

Writes industry/marketing/financial development plans,

informing department decision-makers, industry groups, individual producers, and researchers of the status and the potential of indigenous animal farming and of the requirements to promote and expand the various sectors/species; and presenting such analyses in similar forums, including legislative caucus.

#### **Factor 4 - Responsibility for Work of Others (3)**

##### **Level 3**

Shared responsibility for the work of 2 FTEs, assigning, distributing, organizing, coordinating and prioritizing the work; monitoring the achievement of goals or objectives and ensuring quality and quantity standards are met; coaching for ongoing performance improvement and demonstrating job functions and procedures.

#### **Factor 5 - Job Knowledge (7E)**

##### **A. Level 7**

Requires knowledge of: animal disease prevention and control (e.g., epidemiology, pathology, pharmacology) in order to understand and advise on the disease transmission concerns related to specialized livestock (e.g., *E.cervi* in elk; *P.tennuis* in white tail deer); to develop legislative and regulatory framework to protect animals, agricultural workers, other species, and the public (e.g., development of designated disease regulations); and to advance scientific basis for department policy and government action (e.g., paid hunting of indigenous animals). Knowledge of animal production, genetics, nutrition and management in order to advise on the development of specialized livestock industries and operations which are new to the agricultural sector of the province; and of the conditions of the provincial environment (species, habitat, vectors) that contribute to or support indigenous animal farming (e.g., likelihood of inter-species transmission of diseases).

Requires knowledge of scientific and research issues affecting differing species farmed in the province in order to evaluate the theories and methods outlined in research proposals, as well as address particular production or health matters referred by extension agrologists (e.g., impact of high sulphate levels in drinking water relative to copper deficiencies).

Requires knowledge of marketing and technology transfer techniques to develop related strategies and programs.

Such knowledge is normally acquired through the completion of a doctorate related to the position assignment.

##### **B. Level E**

Requires knowledge of: developing regulatory frameworks in order to write legislation and policies; government legislation, programs, and services that complement or conflict with promoting specialized livestock, such as the import restrictions on caribou, or the mandate and philosophy of using crown land as community pastures, so that consistent inter-departmental approaches can be developed. Requires knowledge of the public consultation framework and the issues/concerns of interest groups who participate in, monitor, and disagree with indigenous animal farming.

Requires knowledge of the status of industry development of over forty differing species and sub species in the province to determine and advise on impetus or impediments to further developments; issues confronting provincial specialized livestock industries, including production, economics, marketing, and controversies; initiatives in new industries and provincial funding programs and conditions to promote research. Requires knowledge of the domestic livestock industries and the inter-relationships of sectors and affect of disease on domestic and indigenous animals.

Requires knowledge of departmental programs and delivery methods related to farming of domestic animals in order to develop policies which are consistent between indigenous and domestic livestock production; provincial funding mechanisms to support research; and of the regulatory enforcement operations performed by department inspectors to ensure enforceability of regulations and to provide interpretation/deviation of regulations.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 1A**

On average, spends 20 hours per week working in close proximity to specialized livestock during farm visits, driving in bad weather conditions, and keyboarding (for 16 hours) to produce documents. (3D)

On average, spends 2 hours per week in responding to rude or impolite people who do not support farming of indigenous animals. (2A)

On average, spends 6 hours per week driving in good conditions. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 35 hours per week developing planning and regulatory documentation, reviewing research studies and results, writing marketing and industry development proposals, delivering presentations to industry groups, public, and government caucus groups; chairing/attending meetings of research funding committees, government advisory committee, producers, animal rights activists, and concerned public to explain scientific facts of specialized livestock and government actions, regulations, and programs; interacting with rude and impolite individuals who oppose farming of indigenous animals or government practices (e.g., wild capture); and walking around farm sites and manoeuvring around livestock. (2E)

On average, spends 2.3 hours per week sitting and walking to collect and transmit information. (1A)

**Factor 8 - Coordination**

**Overall Rating - 2A**

Accuracy of physical movement is required for 22 hours per week when driving and keyboarding. (2C)

Neither accuracy or speed of physical movement is required for the remaining 15.3 hours. (1C)



**EP: CD #204**  
**Corrections Worker**  
**Correctional Centre**  
**Justice**  
**Occupational Code: HCWW**  
**Level 8**

**September 2007**

Responds to emergency situations (e.g., protests, fires, suicides and suicide attempts, assaults on staff, escape attempts, fire alarms, panic alarms, perimeter motion detectors).

Investigates disputes or incidents to determine whether policies or legislation has been contravened, and enforces those. Writes reports for disciplinary hearings and participates on Discipline Charge Panels to determine disciplinary action to be taken as a result of charges laid against a client for infractions.

Prepares and presents information to staff, clients, visitors, the public and other agencies through workshops for clients (e.g., anger management) and/or staff, orientation for clients and new staff, touring groups through the facilities and participating on committees (e.g., offender gang committee).

### **Main Purpose**

Provides humane care, custody and control of adult offenders for the protection of society; provides rehabilitative programs directed towards reintegration into society.

### **Primary Responsibilities**

Assesses the developmental needs of clients. Develops, implements and modifies case plans to reintegrate the clients into the community with a reduced risk of re-offending. Encourages offender participation and input into the planning of the developmental program.

Provides individual counselling and programming to clients while in custody and participate in, and make referrals to, specialized treatment programs in the community.

Evaluates personal development of clients in relation to the case plan. Writes reports for use in case planning and provides progress reports to stakeholders (e.g., court, probation officer) and recommends changes in disposition (e.g., probation, transfer to CTR or early release). Adjusts case plans as a consequence, identifying further developmental needs and strategies.

Leads client group interaction to promote personal development, address daily living problems, promote decision-making and problem-solving skills, influence clients to follow rules and regulations, perform work tasks, and participate in treatment/release programs.

Performs security checks of the centre and the grounds; conducts client counts; searches rooms and units (e.g., for drugs, weapons and other contraband), and conducts strip searches of clients and visitors.

Brings forward client concerns to management including disagreements with policies (e.g., the smoke-free workplace policy and the frequency of strip searches conducted on social visitors).

Performs duties in the admitting and discharge of clients and escorts clients outside the centre (e.g., to program activities, hospitals).

Organizes and oversees clients performing work in the community (e.g., shovelling snow, construction projects, clearing bush) and clients performing domestic and janitorial duties.

### **Factor 1 - Problem Solving (4)**

Problems relate to developing, implementing, modifying developmental programs for a caseload of clients in a secure custody facility. Problems include:

1. Clients who are emotionally, physically, socially, financially, culturally, educationally, spiritually, and psychologically challenged. Examples include: clients who are suicidal, hostile, resistant to intervention, violent, withdrawn, addicted (e.g., drugs, alcohol) abused (i.e., physically, sexually, emotionally), experiencing severe psychological (e.g., schizophrenia, fetal alcohol syndrome, multiple personality disorder, attention deficit disorder) and/or anti-social behaviour problems (e.g., manipulating or intimidating others to get their way) and clients who are resistant to accepting responsibility.

Solutions are achieved by:

1. Completing a behaviour assessment of each client which involves: gathering all information from stakeholders (e.g., client, client's family, significant others or treatment providers, police, community workers, the aboriginal community, and educators) and reviewing social history and previous reports and assessments; assessing risk and level of impact of contributing factors to behaviour and development (e.g., level of education, familial relations, etc.); examining client willingness to participate in rehabilitation; developing individual developmental strategies and interventions (e.g., participation in anger management program, treatment program, etc.); evaluating personal development of the client in relation to the developmental plan and modifying accessibility to community-based services to meet client needs; identifying and overcoming resistance and gaining commitment of client to case plan (e.g., providing or removing privileges, counselling client); promoting input and involvement from stakeholders and

identifying ways of gaining commitment and support of significant others and stakeholders; and contracting services (e.g., tutors) to meet needs of the client.

handling the issues (e.g., room confinement for not completing chores; directs client to work on activities to address angry behaviour).

## **Factor 2 - Decision Making (5E)**

### **A. Level 5**

On weekly basis makes decisions whether or not to enforce Correctional Services Act and Regulations; or the Criminal Code when violations occur or use a warning (e.g., laying charges, seizing property, serving evidence, detaining individuals, removing people from the property, locking offenders down).

### **Level 4**

Makes decisions within existing regulations, policies and protocols. These decisions are not reviewed and include: allowing special visits, disallowing visits, hiring and selecting client workers, conducting searches, applying or removing restraint equipment, terminating a clients work assignment, and imposing unit sanctions.

### **B. Level E**

Decisions made on a daily basis which directly alleviate threat to the safety or well-being of others include: intervening in fights, restraining clients, increasing vigilance and performing more frequent room and unit searches; confining clients to their rooms; deciding if a client should be double locked; removing a threatening client to a more secure environment. Situations escalate to the point of physical danger to others once per week or more and include: client fights, assaults on staff, suicides, suicide attempts and slashings resulting from clients being angry and under stress.

## **Factor 3 - Human Relations Skill (4B)**

### **A. Level 4**

Interacts daily with a caseload of clients establishing a supportive relationship and developing a case plan outlining specific goals that the clients agree to achieve. Provides counselling by: discussing the charge the client has received for committing an offence and events leading up to the charge; explaining to client how others are affected by their behaviour (e.g., victims in hospital; offender's family is missing them); identifying to client patterns in their behaviour (e.g., every time you drink you behave this way) and discussing potential problems (e.g., drinking, suicidal tendencies; drugging or stealing); discussing approach to accepting responsibility for and modifying behaviour (e.g., maintain an anger log; take a time out); and establishing commitments from a client not to do something (e.g., commit suicide, or escape).

On a daily basis leads discussions with clients in the unit regarding issues or events of the day and approaches to

### **Level 3**

Intervenes in disputes between clients (offender groups) client and staff, clients and the public. These disputes are often highly emotional and potentially violent (e.g., opposing gangs at war in the community; clients from rival gangs threatening trouble; client or groups of clients angry and threatening a staff member over charges, confinement; or being denied a privilege (e.g., temporary absence, outside exercise, etc). Restores calm, mediate disputes, diffuses tension, restore control, persuades parties to keep the peace, gathers facts, prepares reports, initiates disciplinary actions and separates parties through use of force as a last resort.

### **B. Level B**

Designs and delivers workshops for clients and information sessions to clients and staff (e.g., anger management, staff training, new programs, client orientation) and conduct tours and workshops for the public.

Explains legal terminology and offenses to clients (e.g., explaining the terms and conditions of restraining orders to client, explaining terms like "sine die" to clients).

Oversees the work of volunteers who are obtaining work experience, instructs on proper methods to perform tasks, evaluate performance, explain consequences and outcomes.

## **Factor 4 - Responsibility For Work Of Others (2A)**

### **Level 2**

Organizes and oversees the work of new Corrections Workers and those that have been temporarily re-assigned from other areas. Explains, and ensures they follow, policies and procedures of the work area.

Supervises and corrects actions of volunteers working within the work environment.

Checks food carts and supply orders prepared by stores and kitchen staff to ensure that what is received is what was ordered. Has the authority to have any errors in orders corrected by the originating staff. Also checks the work of accounting staff regarding work placement payments to clients and has the authority to have the error corrected if a client was underpaid for time worked.

Organizes janitorial, domestic, construction projects, and park maintenance work done by paid clients.

**Factor 5 - Job Knowledge (5C)****A. Level 5**

Requires knowledge of social work and/or human justice principles and practices relating to: personal development, the developmental needs (e.g., educational, emotional, physical, psychological) of clients, treatment modalities (e.g., cognitive therapy, family systems theory, behaviour modification theory, reality therapy), interviewing and assessment techniques, conditions affecting mental health (e.g., attention deficit disorders, fetal alcohol syndrome, etc.) family dynamics, social history dynamics and cultural awareness. This knowledge is applied when assessing client needs, developing case plans and providing individual counselling that will promote positive behaviour and personal development and curtail negative or harmful behaviour.

Requires knowledge of case management principles and practices to develop, implement and modify development plans for secure custody clients to reduce their risk of re-offending. Knowledge of crisis management (e.g., interventions and strategies to address verbal and physical altercations including restraining clients) is required to resolve conflicts, prevent escalation of confrontations and encourage problem resolution.

Requires knowledge of First Aid/C.P.R. to provide immediate medical attention to clients or staff.

Requires knowledge of computer software (e.g., Windows, Word Perfect, Corrections Management Information System) to do reports, maintain statistics and admit clients to the facility.

**B. Level C**

Requires knowledge of applicable federal and provincial acts and regulations, provincial corrections programs, services, policies, procedures and correctional centre standing orders such as; escorting and searching offenders, discipline, visiting, use of restraint equipment, breach of security and personal property, critical incident stress debriefing, medical concerns, communicable diseases, health and safety standards, court procedures and the terms and conditions of court orders and warrants (e.g., restrictions in programs, payment of fines and surcharges, no contact clauses, restraining orders, warrant expiry dates, consecutive vs. concurrent sentences).

Requires knowledge of the criminal justice system including: philosophy of the justice department and principles of natural justice, services for victims, police services, prosecution, court processes, civil law and probation services, and correctional disposition.

Requires knowledge of the client program, policies, facility procedures and standing orders to: calculate a client's

sentence; determine a client's privileges; access resources such as treatment centres, tutors or family counselling. Requires knowledge of the community programs in order to approve access of services to clients.

Requires knowledge of community based programs and services (e.g., treatment programs, educational programs, lifeskills and skill programs) in order to develop case plans, modify these programs to meet the specific needs of each secure custody client and access community based programming.

Requires an understanding of how to work with people from various cultures, age groups, religions, gender, sexual orientation and socio-economic backgrounds.

Requires knowledge of the use of such as: electronic gate, monitor cameras, security and fire alarms, multi-channel, two-way and FM radios, restraint equipment (e.g., handcuffs, leg-irons, plastic cuffs, body belts), emergency breathing equipment, fire extinguisher, personal panic alarm, switchboard, cut down knife, office equipment, chainsaws, tractors, lawnmowers and paint sprayers, pepper spray tear gas, and self-defense tactics. Knowledge is applied in working with and overseeing the work of client work crews, operating central control, restraining clients and responding to emergencies.

**Factor 6 - Working Conditions****Overall Rating - 5A**

On average, spends 15.3 hours per week intervening in situations where clients exhibit hostile, aggressive behaviour (e.g., clients fighting) and performing security/perimeter checks and oversees clients outside in extreme weather. (5D)

On average, spends 8 hours per week interacting with angry, hostile clients where there is threat of physical harm; in contact with bodily fluids from clients with communicable diseases such as H.I.V. and Hepatitis B or C when cleaning up after suicide attempts or slashings, and doing body searches; and doing rooftop security checks. (4C)

On average, spends 8 hours per week in contact with clients who have communicable diseases such as tuberculosis or Hepatitis A; driving in adverse weather to escort clients outside the centre and operating equipment (e.g., chainsaws, tractors, buzzsaws) when overseeing client work crews. (3C)

On average, spends 3 hours per week, interacting with rude or impolite clients, family members (e.g., family upset because they feel a client is not being treated well) and the public (e.g., individuals who are upset because they do not want client work crews in their community). (2B)

On average, spends 3 hours per week writing and word processing reports and forms, and entering and retrieving data from the computer system. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 23 hours per week, monitoring clients where focused observation is critical as interruption even for a moment could mean the passing of a weapon or drug to the wrong hands and injury to another as a result, interacting with hostile, unpredictable, aggressive clients, special needs clients and clients who are victims of physical, emotional, and/or substance abuse and physical demand to run (e.g., when pursuing clients or responding to emergency situations) restraining clients, administering CPR, climbing ladders to do security checks of ceiling panels, light fixtures, vents and curtains. (3D)

On average, spends 8 hours per week monitoring and observing client behaviour, performing searches of the grounds, rooms and clients, doing security checks and client counts, giving presentations and workshops, counselling clients and working with them to prepare development and pre-release plans, writing reports, doing word processing and data entry and retrieval, driving in adverse weather, moving furniture, and carrying clients property (e.g., TV's) and boxes of supplies. (2B)

On average, spends 6.3 hours per week writing the daily worksheet, completing the log book, booking daily visits and driving in good weather to escort clients outside the centre, or answer questions from clients. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, speed and accuracy of physical movement are demanded 8 hours per week when operating the centre's central control panels in emergency situations, restraining clients, breaking up fights, and activating a personal panic alarm, turn key operations, security door operation. (3B)

On average, accuracy of physical movement are required 10 hours per week when entering and retrieving data from the CMIS system, word processing (e.g., incident reports, reports from disciplinary hearings), writing (e.g., completing forms and client pay cards, documenting daily activities and filling in the log book), driving, operating the switchboard. (2B)

On average, neither speed nor accuracy of physical movement are a major consideration 19.3 hours per week. (1C)

EP; CD #209

December 2009

**Farm Stress Line WorkerCentre  
Farm Stress Program  
Agriculture  
Occupational Code: HSLW  
Level 6**

### **Main Purpose**

Provides telephone counselling, crisis intervention, support, and referral services to rural callers.

### **Primary Responsibilities**

Provides telephone counselling, information and crisis intervention relating to issues such as farming methodologies, issues, concerns or events, financial problems, physical and sexual abuse, and family conflicts. This includes mediating between family members who are in conflict over issues such as farming methods or lifestyle. Documents background and action suggested to each caller.

As a team member, researches and writes protocols which outline procedures or steps to follow with callers to identify and address their concerns. Protocols relate to alcohol abuse, women in abusive situations, child abuse, anger management, bankruptcy, suicide, alzheimer's disease, etc.

Provides training to new employees with respect to work methods and procedures; develops and delivers training to unit staff; and schedules training to be provided by external resources. Schedules work shifts of unit staff.

Provides information to callers relating to various acts (e.g., *The Farm Debt Review Act*, *The Farm Security Act*, *The Personal Property Security Act*, etc.), and available government and community programs and services.

### **Factor 1 - Problem Solving (3)**

#### **Level 3**

Problems relate to financial, emotional and social issues faced by rural callers. Problems include:

1. Callers in crisis such as a repeat caller from a remote location in the province indicates they are afraid of their spouse because of being physically abused; they don't have money to buy fuel; they have recently had surgery and yet are required to clean the barn; their kids have moved home and

caller cannot afford to feed them; and that all they need to do is drive into a train and everything will be over.

2. Caller is frustrated with cattle prices being so low, so is contemplating bankruptcy but is uncertain whether to proceed or not.
3. Lack of available resources in caller's geographical location (e.g., government offices, treatment centres, food banks, safe shelters, lawyers with farm backgrounds, educational and employment opportunities, etc.).
4. Issues not previously encountered (e.g., caller indicates their child may be involved in ritual abuse but they are not sure).

Solutions are achieved by:

1. Assessing the severity of situation by considering known information about the caller (e.g., the caller has tried twice to kill themselves by overdosing); determining the level of understanding the caller has of their circumstance (e.g., during a previous call they had discussed the cycle of abuse); determining what resources are available to the caller (e.g., farm debt review board would analyze their financial circumstance and provide caller with recommendations to improve their financial situation); who could provide support to the caller (identifying people callers may not have thought of in the community such as a church minister or neighbour); and contacting Social Services on behalf of caller to see if they would provide financial aid for the caller to see a counsellor.
2. Obtaining further information regarding outstanding debts, such as the caller owes money to Agriculture Credit Corporation as a result of receiving a livestock cash advance, owes Canadian Wheat Board grain as a result of receiving a crop cash advance but they have fed the grain to their cows, and owes a fuel dealer \$10,000; determining which debt will survive bankruptcy (e.g., Agriculture Credit Corporation security and Canada Wheat Board security survives debt); identifying to caller that by going bankrupt the only debt they have eliminated is the \$10,000 owed to the fuel dealer; and refers caller to other resources (e.g., farm debt review board, reputable farm lawyer).
3. Accessing a computer database and identifying to caller alternative resources in close proximity to the caller (e.g., food banks, church ministers, closest treatment centres, lawyers with strong farm backgrounds, career counselling and educational opportunities available through Regional Colleges, etc.); or suggesting to caller possible resources in the community that they may not have thought of

(e.g., church minister, neighbour) who could provide support to the caller.

4. Consulting with a psychologist to obtain information on the subject (e.g., indicators, counselling techniques and referral resources) and providing this information to the caller.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Makes decisions within program standards which are not reviewed. Decisions include determining what information or action to suggest to the caller, whether to refer a caller to another resource, or to contact the resource on behalf of the caller. The majority of decisions outside program standards are discussed with the supervisor prior to implementing a decision.

#### **B. Level C**

The farm stress line exists to provide information and referral services to rural callers in crisis on a daily basis. On average, once per week, a caller is threatening suicide or the well-being of others, being threatened in an abusive situation (e.g., family violence) or is in emotional distress. In these circumstances, keeps the caller on the phone, decides how to respond to the client, and ensures someone in the local community is contacted (e.g., the police a neighbour, or religious official).

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Counsels clients on issues such as physical, sexual and ritual abuse, grieving, suicide, drug/alcohol addiction, marital break-ups/divorce, inter-generational conflicts, stress over foreclosure notices, bankruptcy, etc. This involves establishing rapport and trust with suspicious or sceptical clients through listening, understanding and acknowledging the client's feelings and concerns; questioning the client to clarify identified or underlying issues, or barriers to accessing available resources (e.g., cannot drive or does not have money to access services provided in another town/city); exploring alternatives to approach the issues; and encouraging the client to access resources available to help them with their circumstances.

#### **B. Level C**

Develops, modifies and delivers in-house training to unit staff relating to indicators of alcohol abuse and effects on the abuser and family members.

#### **Level B**

Provides information on telephone crisis intervention and counselling techniques to other information line telephone operators (e.g., the "Facts of Life" line which is a reproductive and sexual health information line for youth).

#### **Level A**

Orients, mentors and trains new employees with respect to farm stress line methods such as counselling techniques and Farm Stress Line Unit procedures.

Represents the Farm Stress Line Unit with displays at expositions/fairs and provides information to the public on the mandate and services the unit offers.

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Schedules farm stress line staff during busy seeding/harvesting times as the staff come from across the province (e.g., live in Eyebrow, Saskatchewan) to Regina to work their shifts. This requires identifying the days counsellors are available to work based on travel, heavy work demands on the farm and coordinating shifts between counsellors to cover the gaps. Schedules training, as a regular part of staff meetings, on specific topics (e.g., indicators of ritual abuse) with outside agencies for the purpose of providing the necessary counselling skills to the farm stress line workers.

### **Factor 5 - Job Knowledge (4C)**

#### **A. Level 4**

Requires knowledge of livestock production, crop science, farm machinery, soil science, apiculture, cycle of farming and farm and rural culture (e.g., how important confidentiality is and why callers don't want to confide in neighbours). Also requires knowledge of counselling, conflict resolution, family dynamics during divorce, separation or inter-generational conflicts and indicators relating to physical, emotional, sexual, and substance abuse, grieving, suicidal tendencies, etc.. Requires knowledge of suicide intervention and Carkuff communication processes. Knowledge is applied by identifying the presenting problem, stabilizing crisis situations through counselling caller, and providing information and referral services.

**B. Level C**

Requires knowledge of current affairs impacting the farming community (e.g., price of cattle, grain) as well as the programs and services provided by government departments such as Social Services, Mental Health Services, Education, Justice (Victims of Domestic Violence), and community agencies. Also requires knowledge of farm assistance programs and services (e.g., Canadian Wheat Board Advance Payments, farm debt review services, income support and subsidy programs, the crow benefit). Requires knowledge of the farm security, bankruptcy, personal property, surface rights, and environment/water drainage and right to farm issues. This knowledge is applied when providing information to callers who are located in remote areas and require information to resolve problems relating to farming, financial or personal issues.

Requires knowledge of protocols (e.g., alcohol abuse, child abuse) to follow when providing counselling services to rural callers.

**Factor Six – Working Conditions**

**Overall Rating – 2A**

On average, spends 15.5 hours per week interacting with angry and abusive callers who require calming before counselling can proceed, performing repetitive keyboarding (11.5 hours) to document calls in reports and maintain directory data base. (3D)

On average, spends 16 hours per week interacting with callers who are agitated, stressed, rude and impolite; and working under project deadline pressures caused by incoming calls, writing while documenting information. (2D)

On average, spends 5.8 hours per week filing, collecting information, responding to general inquiries, photocopying. (1B)

**Factor Seven - Demand**

**Overall Rating – 3A**

On average, spends 4 hours per week interacting with clients with sensory barriers (e.g., threatening suicide and other severe emotional distresses). (3A)

On average, spends 28 hours per week keyboarding, documenting case reports and updating referral references and directories, counselling callers who are upset and require support and empathy, considering community resources and government programs for referral, identifying alternatives to callers, reading case files, and sitting for extended periods of time while on the telephone with clients. (2D)

On average, spends 5.3 hours per week collecting information, filing materials, and providing general information. (1A)

**Factor Eight - Coordination**

**Overall Rating – 4A**

On average, 9 hours per week requires speed and accuracy of physical movement when responding to emergency situations with callers who are agitated, stressed, rude and impolite while accurately entering information on the database. (3B)

On average, 23 hours per week requires accuracy or speed of physical movement when data processing to record calls and case reports, filing, and writing. (2D)

Neither speed nor accuracy of physical movement is required for the remaining 5.3 hours. (1A)

EP; CD #210

December 2009

Community Youth Worker

Family & Youth Services, Saskatoon Region

Social Services

Occupational Code:

HCYW Level 8

### Main Purpose

Develops and presents case plans and sentence options for youths facing sentencing. Provides court mandated contact, direction and counselling to young offenders sentenced to probation.

### Primary Responsibilities

Interviews youth, family members, victims(s), and community agency and department staff for information on the youth's background, in order to write pre-disposition reports (PDRs), Judicial Interim Release and case review reports for the court's consideration.

Attends admission, review, and discharge case conferences for young offenders sentenced to secure custody.

Initiates and monitors case plans with clients to meet immediate and longer term needs; initiates case conferences with community agency and department staff to coordinate services; directs youths to complete court ordered dispositions.

### Factor 1 - Problem Solving (4)

#### **Level 4**

Problems at this level relate to high needs youth who are in conflict with the law and are facing sentencing.

1. Clients in crisis who lack effective living skills, or are unaccustomed or unable to engage in long term planning and are in conflict with the law.

Solutions are achieved by:

1. Developing a case plan and sentencing option involving: identifying a client's immediate needs by questioning their current situation and providing referrals (e.g., to Financial Services Workers); assessing chronic needs by identifying issues which contribute to their current situation and prevent remedial action and future planning, and providing referrals (e.g., clients with mental health problems to the mental health clinic; or a client disclosing sexual abuse victimization to the MacNeill Clinic); assessing the client's (and family's) strengths, needs, risks through the use of assessment tools (e.g.,

ecomaps, genograms), and identifying the willingness to establish short term goals (e.g., maintaining a client who was a prostitute and I.V. drug user with significant, previous secure custody time, in the community before treatment); establishing a behavioural contract with a client to encourage follow through (e.g., to continue in school) and longer term goals; and based on information collected and response by the youth, recommending to the court a case plan to respond to the youths' and community's needs, and provide rationale and disposition alternatives (e.g., absolute discharge, fine, compensation, Community Personal Service Order, probation order or open or closed custody order).

#### **Level 3**

Problems at this level include:

1. Community resources that are reluctant to provide services repeatedly (e.g., educational or pre-employment services), or the lack of specialized community resource programs or services for high needs clients (e.g., education, treatment for sex offenders, mental health services)
2. Court imposed case plans which may not be in the youth's best interest.

Solutions are achieved by:

1. Developing terms and conditions for a client's referral and involvement in department/agency services (i.e., for whom there may be a reluctance to provide services repeatedly); developing additional supports (e.g., parents, residential providers, volunteers, teachers, treatment providers, contract staff) by requesting their involvement to support the youth to restrict behaviours and actions and monitor youth's behaviour (e.g., established for a youth convicted of sexual assault, a network to help direct and support the youth in the community); and advocating for additional, specialized services.
2. Writing reports for court (e.g., PDR recommending disposition alternatives such as absolute discharge, fine, compensation, Community or Personal Service Order, probation order or open or closed custody order) to inform, provide and recommend a plan to respond to the youth's and community's needs, and provide rationale to update the court of the youth's current status, and request an alternative disposition based on the youth's sentence requirements, case plan compliance and response to counselling and direction.

### Factor 2 - Decision-Making (4C)



**A. Level 4**

Has authority to exercise discretion outside of departmental policies regarding case planning in sensitive cases (e.g., maintaining supports to keep a client out of custody, despite public complaints; establishing and implementing an alternative, community based case plan for a repeat offender who is attempting to do long term planning). This occurs less than once per week.

Has authority to make independent decisions without review, which are within professional standards, departmental policies, practices and procedures. The majority of decisions are not reviewed and include: determining approaches to implement a disposition and develop a case plan; determining when to recommend to the crown prosecutor that a charge of breach be laid; and determining services required to keep the client in the community.

**B. Level C**

Once per week makes decisions to protect clients from harm from family members (e.g., decides to escort the youth into their residence to pick up personal belongings, after an episode precipitating a charge, to minimize the potential of assault).

**Level A**

Once per week makes decisions to protect clients from self harm (e.g., calling police to apprehend a suicidal youth); family members from the youth (e.g., deciding to clarify issues and identify appropriate behaviour in parent/youth disputes in the offices and in home visits); and co-workers from the youth (i.e., escorting intoxicated clients through the office). Makes frequent (1 to 3 times per week) recommendations (i.e., PDRs, court ordered reviews) to the court regarding the status of a young offender in the community to enhance the safety of victims and citizens.

**Factor 3 - Human Relations Skill (4C)**

**A. Level 4**

Counsels youth during period of probation order (i.e., typically 6 months to two year duration), using reality therapy to identify their needs and the behaviours which led to conflict with the law (e.g., alcohol and/or drug abuse); confronts clients to be accountable for their behaviour, and identifies behaviours which will better meet their needs; solicits agreement with the youth to work on areas identified in the probation order (e.g., to recognize a drug/alcohol problem and enter treatment);

and establishes short and long term goals (e.g., conclude treatment and finish school).

**Level 3**

Counsels clients in crisis (e.g., experiencing poor mental health or suicide ideation) to respond to immediate needs (e.g., a behavioural contract to prevent suicidal behaviour). Mediates parent/teen disputes by clarifying issues and identifying guidelines for behaviour. As court duty worker, recommends and persuades the youth court judge and the crown prosecutor or defense lawyer of a disposition alternative based on the job's information of the youth's circumstances and needs, as well as the criminal charge and the community's and victim's need for protection. Establishes with and directs the youth, by written contract, to perform specific tasks (e.g., meet a curfew, attend drug and alcohol assessment or treatment, or receive counselling for a specific issue) when a probation order directive is for the youth to follow "all lawful orders of the probation worker". Recommends a breach of probation if youth is in defiance of this contract.

**B. Level C**

Supervises students from post-secondary institutions who are completing a practicum. Provides final evaluations in order for the student to meet the necessary educational requirements.

**Level B**

Develops and delivers presentations to community and school groups on The Young Offenders Act. Drafts pre-dispositions reports for the court's consideration providing youth and family history, circumstances surrounding the incident for which the youth is charged, a case plan, and recommended disposition alternatives.

**Factor 4 - Responsibility for Work of Others (2)**

**Level 2**

Occasional shared responsibility for the work of 6 to 10 volunteers who provide specific services (e.g., recreational services) for youth with high needs or youth in different geographic locations. Assigns tasks to the volunteers (e.g., setting goals such as assisting the youth to develop age appropriate friends), coaches for ongoing performance improvement (e.g., describing suitable activities and behaviour, providing feedback and encouraging the volunteer to demonstrate consistent, positive behaviour), and is accountable for ensuring quality and quantity standards are met (i.e., by verifying progress together with both the client and volunteer).

**Level 1**

Responsible for the work of fee-for-service contract workers.

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Knowledge of family systems, family and ecosystem map assessment tools, communications theory, conflict resolution, and reality therapy is required to enhance the problem solving process with youth and their families. Knowledge of social work principles and practices and the strengths and risk factors of the youth and family is required to assess the nature of the intervention necessary. Knowledge of childhood and adolescent development, social functioning and delinquent behaviour, and the young offender criminal justice system is required to understand the maturity level and maturation process of adolescents, the influence of negative peers, and the planning options available for youth either in the community or a young offender facility. Knowledge is normally obtained through a social work or criminal justice degree.

**B. Level C**

Knowledge of Young Offenders' branch policies, and court procedures is required to enforce the directives of a court ordered probation order with a young offender and recommend a charge of breach of probation. Knowledge of provincial legislation is required to make reference on case plan documentation and to refer clients for services. Knowledge of the department's Family Centred Case Management manual is required to follow case management guidelines. Knowledge of community services is required to integrate services for clients and advocate for services and programs within the community.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, 1 hour per week involves in-person intervention with clients or family members who are exhibiting hostile behaviour during home visits. (5A)  
On average, 5 hour per week involves in-person interaction with angry and hostile youth and family members (e.g., after extensive in-home contact with family members, a client confided sexual abuse perpetrated by her father, which he reacted to with denials and threats against the job). (4B)

On average, 15.2 hours per week involves handwriting (15 hours) and driving in adverse weather. (3D)

On average, 9 hours per week involves interacting with rude/impolite clients. (2C)

On average, 7 hours per week, involves typing (3 hours) and deadline pressures caused by uncontrollable interruptions from client phone calls, visits and emergencies (i.e., drafting pre-disposition reports and custody progress reports with court ordered deadlines, and client file recordings). (1B)

**Level 7 - Demand**

**Overall Rating - 4A**

On average, 6 hours per week interacting with involuntary clients who are hostile. (3A)

On average, 30.3 hours per week drafting case notes, case plans, PDRs, court reviews, driving in adverse weather, interacting with clients, family members, victims and department/agency representatives in case conferences and interviews. (2E)

On average, 1 hour per week involves driving. (1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 4 hours per week requires both speed and accuracy of physical movement when drafting and/or photocopying pre-disposition or custody reports to meet court-imposed deadlines. (3A)

On average, 17.3 hours per week requires either speed, or accuracy of physical movement. Accuracy is the major consideration when typing to enter and access data on the department's client database, e-mail and the Automated Client Index. Speed is the major consideration when handwriting file recordings, including quarterly updates, chronological recordings and contact summaries. (2C)

On average, 19.3 hours per week neither speed, nor accuracy of physical movement is a major consideration. (1C)

**EP; CD #211**  
**Victims Services Co-ordinator**  
**Regina, Victims Services**  
**Justice**  
**Occupational Code: HVCS**  
**Level 7**

**December 2009**

Recommends to the supervisor program practice standards, policies and procedures (e.g., develops referral forms and procedures for processing the referrals).

Maintains a statistical record keeping system on clients served.

### **Main Purpose**

Prepares victims and crown witnesses for court in southern Saskatchewan by conducting assessments and providing court orientations.

### **Primary Responsibilities**

Assesses victims/witness' to provide support and referrals to ensure the victim/witness is prepared for court.

Provides court orientations to introduce victim/witnesses to the criminal court process to reduce trauma and re-victimization by the system.

Provides case updates to victims and witnesses throughout the court process.

Attends court with a victim or co-ordinates the provision of services by staff or volunteers in the police based victims program or other community agencies.

Trains volunteers for court accompaniment and provides provincial expertise in training new co-ordinators or police based co-ordinators in rural communities in court orientation.

Refers services to victims/witnesses with prosecutors, Social Workers, community resource professionals, volunteers, health professionals, court staff, and police officers. For example: contact with the police and/or social services would be made in a child prostitution case.

Schedules and maintains witness waiting rooms and the witness interview room (e.g., orders/maintains furniture, ensures coffee/tea are available, change door code to ensure security) and addresses complaints or requests regarding the use of the room for special purposes.

Modifies and makes presentations to community groups on the services provided by victim/witness services.

Recommends changes to the supervisor when developing and maintaining the training manual for co-ordinators.

### **Factor 1 - Problem Solving (3)**

#### **Level 3**

Problems relate to conducting assessments of victims/witnesses, educating, and providing support to victim/witnesses throughout the court process.

Problems include:

1. Client emotionally unable to testify and not disclosing all information.
2. Language barriers.

Solutions are achieved by:

1. Determining client's age, developmental stage, emotional, and financial supports (e.g., the mother of a child sexually abused by the father will not fully support the child's decision testify). Applies the dynamics of abuse and sexual assault (e.g., grooming of the child by the accused to partake in sexual abuse, nature and duration of the abuse). Determine family supports (e.g., mother is very fearful of the child testifying in court and is relaying this fear to the child which could impact on the child's capability to testify).
2. Identify the needs of the victim/witness by evaluating the comprehension level of the client, their oral and written communication skills, and arranging for an interpreter through the prosecutor's office manager who maintains an approved list of interpreters appropriate for court hearings.

#### **Level 2**

Problems include:

1. Lack of formal and informal support systems (e.g., a domestic violence victim does not have family support and does not have any friends to provide support throughout the court case).
2. Requests for specific case information that compromises confidentiality (e.g., trying to find out the name of a young offender).

Solutions are achieved by:

1. Arranging for services available from other agencies (e.g., women's shelter, and court accompaniment).
2. Applying policies, procedures and legislation when responding to information requests.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Decisions within policy and procedure are made independently and include; determining the court supports necessary for the victim/witness in order to recommend their use to the crown prosecutor, thus ensuring a safe and comfortable environment for the victim/witness before, during and after the court hearing. Determining which agencies the victim/witness and their family supports should be referred (e.g., Social Services, counsellors), preparing and co-ordinating court orientations and court orientation training; developing and presenting information seminars to community groups regarding the services offered by the program.

#### **B. Level B**

The threat to the well being of others occurs monthly when the accused contacts the victim. Determines the safety of the victim/witness and arranges for clients to stay at a shelter that has an unknown address.

### **Factor 3 - Human Relations Skill (3C)**

#### **A. Level 3**

Persuades prosecutors and judges to consider the special needs of clients and allow court aides during testimony. Persuades clients to participate in recommended support services and defends the court process, delays, limitations and procedures. Listens to, empathises with and encourages individuals who have been victimized and may be angry or fearful of the court process. Calms hostile or distraught clients and persons requesting confidential information by explaining the policies and procedures that govern the information regarding a case.

#### **B. Level C**

Instructs, plans, reviews and evaluates the work of one practicum student.

### **Level B**

Modifies and delivers presentations to community agencies regarding court process, the needs of clients and the Victims Services program. Trains individuals that support victims and witnesses on the effects of victimization so that they can provide support prior, during and after the court process (e.g., no discussion of testimony during the process.) Prepares and delivers training for volunteers in court accompaniment. Explains the court process, system and procedures (e.g., the participants in the court and their roles, court terminology, appropriate behaviour in the courthouse). Advises prosecutors regarding procedures to use when interviewing children and special needs clients (e.g., language to use with a four-year-old child or how to approach a sexual abuse victim). Presents information in court explaining the affects of victimization on the client resulting in the need for court aide.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

Full responsibility for 1 FTE.

### **Factor 5 - Job Knowledge (5C)**

#### **A. Level 5**

Requires knowledge of abuse (e.g., child, domestic) and neglect and its effects, self esteem issues; cycle of abuse, separation anxiety; alcohol, drug, and substance abuse, separation anxiety; sexual assault dynamics. Requires knowledge of child development (normal and exceptional) special needs population, family and group dynamics, ageing and diverse cultural make-up of communities in order to tailor services to meet the special needs of clients. Ensures clients are safe and comfortable throughout the court process and to consult with prosecutors so they have reasonable expectations of clients.

Knowledge is applied by assessing client's age, developmental stage, emotional, financial supports, level of vulnerability, knowledge of the justice system, physical and mental ability in order to meet their needs and improve their ability to testify.

#### **B. Level C**

Requires knowledge of criminal court processes and procedures, criminal charges and the process of laying charges in youth and adult court in order for clients to understand their rights, address fears, and teach clients

about the criminal justice system. Requires knowledge of a variety of government and community resources. Co-ordinates services and refer clients or provide information to clients so they may access their own resources (e.g., Family Service agencies, crisis shelter, mental health, private counsellors, legal aid, public housing, food banks, aboriginal programs, child care services and parenting programs).

Requires knowledge of the Provincial Child Abuse Protocol in order to provide clients with information on legislation in place to ensure their safety; and prosecutor's policies and procedures in order to facilitate an interdisciplinary approach for responding to client needs.

Requires knowledge of the Justice Automated Information Network, word processing and spreadsheet applications in order to retrieve data to open, close and updates client files.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 2A**

On average, 3 hours a week exposed to in person hostility interviewing victims frustrated and confused by the judicial system. (4B)

On average, 2 hour per week involves driving in adverse weather. (3A)

On average, 16 hours per week involves interacting with victim/witnesses who respond to stressful situations by yelling and screaming at the job (6 hours a week) and keyboarding (10 hours a week). (2D)

On average, 16 hours per week involves driving in good conditions, retrieving information, responding to requests, co-ordinating events and lecturing. (1D)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, 31 hours per week involves working with clients to prepare them for court (e.g., taking notes during interviews or in court, typing, delivering court orientations). (2E)

On average, 5 hours per week involves incidental lifting carrying, pushing or pulling weights not exceeding 8

kgs. (e.g., arranging furniture in the victim interview and waiting rooms), walking up the stairs (e.g., in the office; in the court room), and intermittent walking and sitting. (1A)

#### **Factor 8 - Co-ordination**

##### **Overall Rating - 2A**

On average, 22 hours per week accuracy of physical movement is important when record keeping, keyboarding, taking notes in court, filing, preparing correspondence, driving and compiling handouts for presentations and court orientations. (2C)

The remaining 14 hours per week neither speed nor accuracy of physical movement. (1C)

EP; CD #212

November 24, 2010

Unit 4 Supervisor

Paul Dojack Youth Centre, Regina

Social Services

Occupational Code: HCSS

Level 11

### Main Purpose

Responsible for the admission, release, care and custody of youths in a closed custody facility including the Trailer Unit, and the Central Communication Unit (CCU) holding units.

### Primary Responsibilities

Responsible for the work of team leaders, youth facility workers, and parental care supervisors at the CCU desk, in the CCU holding units and the Trailer Unit by: directing and monitoring case planning and residents' admission and release; assigning new residents to units; and locating alternate space to alleviate daily overcrowding.

Responds to complaints from parents, staff, and residents.

Responds to and investigates critical incidents such as a resident assaulting a staff member, and signs off incident reports.

Shares equally with facility management team members responsibility for recommending new policies and procedures within the facility. Chairs the CCU desk, holding unit, and Trailer Unit staff meetings.

Designs and delivers formal training modules to staff.

Designs and delivers presentations on the centre program and *The Young Offenders Act* to community groups.

On a rotational basis, staffs permanent and non-permanent positions for the Centre.

### Factor 1 - Problem Solving (4)

Problems relate to the high numbers of dysfunctional youth sentenced to the facility.

#### **Level 4**

Problems include:

1. Youth with high needs (e.g., suicidal, sexually abused, or have mental health, substance or alcohol abuse problems).
2. Youth who lack effective, consistent direction to

change negative behaviour.

Solutions are achieved by directing staff to provide care and custody of youths, involving residents in individual case plans, and directing CCU admissions.

Solutions are achieved by:

1. Advising staff of the case plan process, facility procedures and policy guidelines; identifying client issues (e.g., the history of alcohol use for youth and family, issues such as sexual abuse, or self harm and suicide ideation, security and care needs of the youth, and previous case planning); identifying short and long term goals; directing the primary worker to community resources for client referral; reviewing case plans and case conference summaries, attending case conferences; reviewing the case plan with the community youth worker supervisor (for continuity, when the resident returns to the community); and monitoring residents' progress and critical incidents with staff at unit meetings.
2. Directing staff or modelling the intent of policies or procedures (e.g., being consistent in security procedures), applying the guided group interaction behaviour management model or reality therapy counselling approach; encouraging youth to participate in group activities; monitoring the youths to evaluate the effectiveness of programs and activities; reviewing the case files, daily log and critical incidents to identify the youths' behaviours to discuss and, encourage positive change; and discussing with staff the problems and successes, the case plans, programs and activities.

#### **Level 3**

Problems include:

1. Residents acting out or negatively influencing other residents (e.g., a resident assaulting another resident or staff member, a resident escaping during an outing).
2. Overcrowding (i.e., 50% over capacity) and a high volume of admissions for youth remanded or sentenced to the facility (e.g., 4 or 5 at one time).

Solutions include:

1. Demonstrating for the staff and youth positive life and social skills (e.g., encouraging youth to address fellow residents more respectfully; directing staff to educate the youth, to explain facility policies and procedures, and demonstrate consequences of their behaviour through the guided group interaction process, and applying the facility policies; directing staff to or directly talk to a youth during an incident

to calm him, and/or physically intervening (e.g., explaining the consequences of his actions, restraining the youth and escorting to his room or a holding cell); arranging for medical care for the victim and providing support; and debriefing the staff member who has had a resident escape, verify the procedures followed by the staff, and alerting the RCMP, city police and the family.

2. Assigning two new residents in each room, or establishing temporary rooms or a dorm; establishing and communicating revised security and safety procedures (e.g., no room mates for sex offenders); performing CCU desk activities such as admitting visitors, documenting possessions or supervising admission showers while CCU staff are doing admission interviews with new residents; determining into which units residents will go (i.e., based on vacancies, the nature of the charge or the group in each unit, or where a co-accused is or other security issues).

## **Factor 2 - Decision Making (5E)**

### **A. Level 5**

On a weekly basis makes decisions outside of the Young Offenders Act and Regulations when deciding whether to enforce the provisions of the legislation (e.g., issue a warning rather than laying charges, detaining individuals or locking offenders down).

### **Level 4**

Makes decisions within existing regulations, policies and protocols which are not reviewed such as calling in extra staff to supervise residents in response to critical incidents, allowing or disallowing visitations, or imposing unit sanctions.

### **B. Level E**

Once per week, intervenes directly to separate fighting residents or isolate residents that are threatening each other in order to ensure the physical safety of residents and staff.

### **Level A**

Once every two months, ensures the repair and maintenance of the facility (e.g., ordering repairs to facility fence).

## **Factor 3 - Human Relations Skill (4C)**

### **A. Level 4**

Identifies or verifies, through daily contact with residents during their stay in the unit (of up to three years), the consequences of their behaviour on the group (i.e., guiding residents through decision making using guided group interaction) or individually (e.g., using reality therapy verifies a resident will pay the costs of equipment he has damaged); demonstrates for staff and youth positive life and social skills; monitors youths' behaviour (e.g., encouraging a youth to address fellow residents more respectfully) to discuss with staff; utilizes the consequences of residents' behaviour, daily in discussion with staff and residents, to illustrate the residents' behavioural choices and options, verify the need for change or the positive change that has occurred, and the contribution of this behaviour to the youth's case plan.

### **Level 3**

Discusses and clarifies issues in dispute between residents and directs the residents to resolve the issue individually or through the guided group interaction process; responds to residents' complaints about overcrowding; explains the short term need to double up or to establish temporary rooms or a temporary dorm; takes statements from the resident, staff, and witnesses to determine the consequences of a resident's allegation of being pushed against a wall by a staff member. Takes statements from parent(s) and the staff member regarding allegations of a staff member sharing confidential information in a public place. Verifies independently the staff member was not at the place during the alleged time, and the parent(s) had motive for defamation. Persuades parent(s) not to pursue the issue further.

### **B. Level C**

Designs and delivers formal training modules of up to 1/2 day duration to new non-perm facility staff (not direct subordinates) on the application of the Guided Group Interaction group process, juvenile delinquency, and the psychology of adolescence.

### **Level B**

Delivers presentations to university students and community groups on the Paul Dojack Centre program and *The Young Offenders Act*. Delivers a one day module of the Psychological-Educational Package for Sex Offenders to residents (16 modules in total - up to 24 days in duration) that explains the impact offences have on victims and the motivation of offenders.

## **Factor 4 - Responsibility for Work of Others (6)**

#### **Level 6**

Full supervisory responsibility for 22.5 FTEs including team leaders, youth facility workers, parental care supervisors and non-permanent staff. Subordinate supervisors have credit for shared, not full supervision of staff.

#### **Factor 5 - Job Knowledge (5D)**

##### **A. Level 5**

Requires knowledge of child and adolescent developmental stages, adolescent social functioning and delinquent behaviour in order to understand the maturity level and maturation process of adolescents, the influence of negative peers, and the planning options available to youth either in the community or facility. Knowledge is applied in developing youth toward positive behaviour modification. This includes monitoring case plans developed by staff and evaluating the effectiveness of programs.

##### **Level 4**

Requires knowledge of guided group interaction, reality therapy and behaviour modification modalities to orient residents to the consequences of negative behaviour and encourage positive behaviour.

##### **Level 3**

Requires knowledge of the 12 step process in Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) to integrate techniques of managing residents' behaviour within this process. Also requires knowledge of the Psychological-educational Package for Sex Offenders and the group process to facilitate treatment groups for sex offenders.

##### **B. Level D**

Knowledge of the criminal justice system for young offenders, Paul Dojack Youth Centre programs, policies, procedures and standing orders is required in order to ensure proper case management, programming and care and custody of residents. Knowledge of charges against youth and sentencing options is required in order to transfer youths to an open facility, determine the legal authority to detain or release youths and recommend options for youth after a closed custody sentence (ie. intensive supervision, open custody, or probation). Knowledge of the collective bargaining agreement, labour standards, and occupational health and safety is required in order to respond to staff/youth concerns and supervise

staff. Knowledge of department and community programs such as: Income Security, Adoption Services, Family and Youth Services, Saskatchewan Drug and Alcohol Commission, Bridging Program, Indian Affairs, Gabriel Dumont Institute, Friendship Centre, Narcotics Anonymous, Rainbow Youth Centre, AIDS Regina, Onion Lake Native Treatment Centre and AA is required in order to understand and provide advice in the development of case plans and approve the discharge of youths.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, 1 hour per week involves in-person intervention with youths exhibiting anger and hostility. (5A)

On average, 15.5 hours per week involves interacting with behaviourally difficult, angry and hostile youths where there is threat of physical harm, and contact with non-treatable communicable diseases through exposure to bodily fluids which could result in severe disability or fatality such as: HIV and Hepatitis B and C (e.g., attending to a youth who has slashed his wrists). (4D)

On average, 1 hour per week involves contact with communicable diseases such as Hepatitis A. (3A)

On average, 21 hours per week involves data entering client/worker information (6.3 hours), handwriting to create/adjust the weekly work schedule (5 hours) and interacting with rude and impolite residents and family members. (2D)

On average, 1.3 hours per week involves exposure to unpleasant odours (e.g., garbage, cleaning fluids) and driving in good weather. (1A)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, 16.5 hours per week involves working with hostile clients, monitoring and diffusing/restraining youths assaulting other youths or staff members or are damaging property. (3C)



On average, 23 hours per week working with people who are rude, impolite, or require support or empathy, delivering presentations, creating/editing the work schedule, and data entering client/worker information.  
(2D)

On average, 1 hour per week involves sitting or walking.  
(1A)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, speed and accuracy of physical movement are important 1.5 hours per week when applying restraints to youth(s), driving a youth with a medical emergency to the hospital and hitting the emergency response button in response to an assault. (3A)

On average, accuracy or speed of physical movement is most important 16 hours per week when running to respond to an emergency, attending to the personal care of a youth, applying handcuffs or shackles, activating the electronic locks of the facility, handwriting and typing.  
(2C)

On average, 20.8 hours per week neither speed nor accuracy of physical movement is a major consideration.  
(1C)

**EP; CD #213**  
**SAP Supervisor**  
**Financial Services, Saskatoon Region**  
**Department of Social Services**  
**Occupational Code: HISS**  
**Level 10**

**December 2009**

**Level 3**

Problems include:

1. Clients disagreeing with their allotted benefits and case plan.
2. SAP policies and regulations that are difficult for the workers to understand.
3. Clients who are reluctant to disclose personal information or who are offensive, threatening or abusive towards the worker.
4. Clients and community agency representatives who distrust and/or will not co-operate with the department and workers' efforts to be fair and meet clients' needs.

**Main Purpose**

Plans, implements, and evaluates Social Assistance Plan (SAP) delivery for a Financial Services Unit in the Saskatoon region.

Solutions are achieved by authorizing monthly financial benefits and ensuring the development of a short and long term case plan:

**Primary Responsibilities**

Full responsibility for the work of 12 FTE's delivering Social Assistance services and support to those delivering the SAP programming, and shared responsibility of 1 FTE with a specialized caseload.

Responds to complaints verbally and in writing, including drafting briefing notes for the Minister's office.

Leads unit meetings and participates in program supervisors' meetings.

Represents the department's case in appeal hearings.

Represents the department at HIV/AIDS interagency meetings established to provide information regarding the diseases and department policy for handling HIV/AIDS cases.

Approves case referrals to RCMP or city police for fraud investigations.

Intervenes in worker/client disputes.

Prepares and delivers informational workshops to community groups regarding the SAP program.

Participates as a member on regional committees established to provide consultation, information sharing and ergonomics training.

1. Reviewing workers' analysis of a client's financial needs, assets and circumstances, immediate and systemic causes of clients' lack of resources and their ability to make changes (e.g., a client's low education level, alcohol addiction, or disability influencing a lack of opportunities, low self esteem), the behavioural contracts developed by workers to encourage clients' short term goal setting (e.g., attend AA; attend school and accept the available adult supervision) and long term case plan development (e.g., client has grade 9 therefore agrees to pursue educational upgrading and training to enhance their employment prospects), and reviews application of SAP policies. Considering the above information, approves or alters the benefits and case plan.
2. Reviewing the application and intent of a SAP regulation with workers in response to complaints from clients, landlords, MLAs, officials from the Minister's Office or agency representatives; soliciting additional information and reassessing the client's eligibility for discretionary benefits; reviewing a client's distinctive situation applied to discretionary policies with the Senior Case Manager, Program Director or central office staff to identify procedure, policy or precedence issues.
3. Aiding staff to assess if clients' behaviour is a response to their financial crisis, an attempt to fraudulently obtain benefits (i.e., by concealing assets) or conceal a lifestyle issue (e.g., an alcohol or drug abuse problem) by examining the client's history and current circumstances; and providing alternatives for dealing with clients behaviour within program limits and social work ethics.
4. Considering the target group of the presentation, develop and/or adapt and deliver presentations on SAP services to agency representatives and

**Factor 1 - Problem Solving (3)**

Problems relate to the fair and consistent application of SAP policies to clients in order to provide maximum benefits.

community groups.

### **Factor 2 - Decision Making (5D)**

#### **A. Level 5**

Makes decisions on at least a weekly basis that are outside policy where the majority are reviewed after implementation. Decisions include waiving requirements in extenuating circumstances or continuing financial assistance to clients despite the quitting of available employment.

#### **B. Level D**

Makes decisions on a weekly basis to alleviate the physical well being of clients when: locating a place for the client to live when client has been evicted due to, for example, destruction of apartment; locating a safe shelter for a client who has left an abusive relationship, and paying SaskPower when the power bills have not been paid and power has been cut off. These situations escalate to the point of physical danger, on average, once per month.

The majority of these decisions are made when staff escalate issues to the supervisor or when staff are absent from the job.

#### **Level C**

Financial loss to government exists when too much financial assistance to clients is approved. Corrective decisions include directing the staff how to correct the overpayment (e.g., adjusting budget, and establishing recovery rate) to alleviate the financial loss. These actions occur on at least a weekly basis.

#### **Level B**

Threat to the safety of other staff occurs once per month when clients are verbally abusive. Alleviates threat by stopping the client/staff meeting and asking the client to leave the office. Such situations escalate to the point of physical danger less than once per month.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

Counsels clients using reality therapy and control theory modalities to review the clients case plan in order to: identify needs, the results of current behaviour, identify long term issues (e.g., improving mental health, upgrading education or employment) and long term goals to reinforce the client's responsibility to their case plan in order to meet their financial and personal needs.

Behavioural contracts are used to reinforce clients' commitment (e.g., establishes a contract with a 14 year old, for the department to provide benefits if she attends school and lives under the care of a relative).

#### **Level 3**

Intervenes between a client and worker, to calm angry clients denied benefits or who must pay back an overpayment. Meets with each separately and then together, to clarify issues (e.g., a client complaining of a worker's interpersonal skills or slow response; the worker complaining of the client's phone calls), and explains the assistance available by outlining relevant benefit levels and the applicable regulations and policies and informs clients of their appeal rights.

#### **B. Level C**

Provides written pass/fail result to the university regarding practicum students performance.

#### **Level B**

Co-facilitates a 1 day training module on "Dealing with Difficult People" to department staff (not in the work unit) three or more times annually. Co-facilitates informational workshops with representatives from Equal Justice for All to explain the SAP policies and benefit levels for recipients.

### **Factor 4 - Responsibility for Work of Others (6)**

#### **Level 6**

Full responsibility for 12 FTE's.

#### **Level 3**

Shared responsibility for 1 FTE involving accountability for: quality and quantity standards, planning and organizing the work and determining work procedures, and providing guidance and co-ordinating the work.

### **Factor 5 - Job Knowledge (5D)**

#### **A. Level 5**

Requires knowledge of social work theories and principles, human behaviour and the impact of poverty on ability and self esteem; family dynamics and dysfunction; addictions, abuse and neglect, mental and physical illness and disability, illiteracy, and suicide; and reality therapy and control theory modalities. Knowledge is applied by: assessing social issues referred to the job by staff; approving financial needs; diffusing difficult or hostile situations; applying counselling approaches; and developing or aiding

clients/staff to develop clients' case plans to promote their self sufficiency.

#### **B. Level D**

Requires knowledge of the SAP regulations, policies and procedures and approved home payment levels in order to provide direction to staff and approve, revise, or deny financial benefits, including those, which are discretionary, to clients. Requires knowledge of a variety of departmental and governmental programs (e.g., Family Income Plan, Child Care Subsidy, Family Builders Program: Maintenance Enforcement, New Careers Corporation, Legal Aid, Mental Health). As clients are often involved in a number of social program areas (other than SAP), there is a requirement to integrate client needs when developing/modifying case plans, referring clients other agencies for services and providing advice and guidance to staff.

Requires knowledge of the Unemployment Insurance Program to explain the consequence of receiving both UI and SAP benefits to clients. Requires knowledge of the collective agreement in order to supervise staff.

Requires knowledge of the department's computerized Social Work Information Network (SWIN) to enter and revise client data and electronically approve benefits recommended by workers.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, .5 hours per week involves direct and imminent physical harm from in-person intervention with clients. (5A)

On average, 3 hours per week involves threat of physical harm through in-person interaction with behaviourally difficult, hostile or angry clients. (4B)

On average, 17.25 hours per week involves exposure to contagious disease (e.g., tuberculosis), travelling in adverse weather (e.g., attending meetings, presentations) and data entering client information onto the computer (16 hours). (3D)

On average, 10 hours per week involves interacting with rude or impolite clients and families and writing notes while interviewing clients or at meetings. (2C)

On average, 5 hours per week involves travelling in good conditions (e.g., attending meetings; delivering presentations), exposure to deadline pressures caused by interruptions when preparing briefing notes and reports

(2 hours per week), and exposure to unpleasant body odours. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, 3.5 hours per week involves interacting with hostile and threatening clients. (3A)

On average, 30.5 hours per week reviewing client data with workers, data entering, approving/denying worker's recommendations, reviewing data and writing notes while interviewing clients, and delivering presentations where interruptions disrupt the completion of the task, and interacting with rude and impolite people. (2E)

On average, 3.3 hours per week involves walking upstairs between floors or into buildings, standing, walking, driving and sitting. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 4A**

On average, 2 hours per week both speed and accuracy of physical movement are required when typing briefing notes and reports that are due within short time frames. (3A)

On average, accuracy of physical movement is most important 24.5 hours per week when data entering client information on the computer, writing notes at meetings/ interviews and driving. (2D)

Neither speed nor accuracy of physical movement is a major concern the remaining 10.8 hours per week. (1A)

EP; CD #214

December 2009

Family Services Worker

Family & Youth Services Melfort/Nipawin Region

Social Services

Occupational Code: HCPW

Level 8

### Main Purpose

Provides child protection services in cases where children are at risk of harm, including services to 16 and 17 year olds. Manages a caseload of children committed to the care of the Minister, provides teen and young parent and adoption preparation services.

### Primary Responsibilities

Screens, records and investigates reports of child abuse and neglect to assess home safety and conditions.

Provides short-term crisis counselling and makes referrals to other agencies. This includes assessment, counselling and support services to 16 and 17 year olds who are in need of protection.

Provides assessment, counselling, and referral services to parents who relinquish, regain or maintain custody of their child. Monitors services being provided by the referral agency.

Apprehends child(ren) and maintains contact with the parental home, arranges parent/child visits, prepares documents for court, attends court as a witness, and ensures court decisions are implemented.

Establishes long-term plans and goals for children who are wards of the Minister based on the child's needs and abilities. Maintains contact with the child(ren) to ensure day-to-day physical and emotional needs are being met.

Maintains contact with foster homes regarding all matters relating to the child in care.

Provides pregnancy counselling, parent education, life management skills and educational and vocational counselling to teen and young parents. Also counsels teen and young parents who choose to make an adoption plan and prepares documents for court.

### Factor 1 - Problem Solving (4)

Problems relate to children who are being abused or neglected in their home and to children placed temporarily and permanently in the care of the Minister.

### **Level 4**

Problems include:

1. Allegations of children in need of protection due to issues such as physical, emotional, or sexual abuse, or being neglected or abandoned by their parents.
2. Individual client problems such as: children suffering from fetal alcohol syndrome or psychiatric problems; young parents who require financial assistance; clients with poor hygiene; children who have not been immunized; clients with addictions; children who are developmentally delayed (e.g., speech or socialization skills); and children who are having difficulties in school and require specialized programming.
3. Breakdown of placement in foster home due to extreme conflict or stress of foster parents (e.g., a foster parent may unexpectedly be assaulted by the foster child and want the child removed from the home).

Solutions are achieved by:

1. Visiting the home to assess family functionality and determine the risk of a child (e.g., observing patterns of indicators including physical indicators such as the presence of several injuries that are in various stages of healing and behavioural indicators such as the child cannot recall how injuries occurred, or offers an inconsistent explanation); counselling parents on parenting skills; placing a parent-aid in the home; apprehending the child; and/or referring clients to receive specialized assessments and counselling.
2. Assessing the nature of the problem by meeting with the client to review the circumstances, and providing short-term counselling; providing parent-aid services; referring the child to resources for further specialized assessment and treatment; and integrating services with other workers (e.g., Community Living Division Workers, Youth Workers) and agencies working with the family (e.g., RCMP, Mental Health, Metis Society, First Nations Band Council representatives, crisis agencies) by leading case conferences to jointly develop long-term plans relating to either reintegrating a child with their family, locating a permanent home or creating a plan of action to eliminate behaviours which place a child at risk.
3. Determining if a placement breakdown can be resolved by outlining options and attempting to get the parties to identify an agreeable solution (e.g., child will remain in the home but will agree to obtain counselling on anger management); and, if an agreeable solution cannot be identified, recommend a new placement be found for the child.

### **Level 3**

Problems include:

1. Clients who have difficulty making decisions regarding their unplanned pregnancy.
2. Lack of foster homes.
3. Clients who lack parenting skills.

Solutions are achieved by:

1. Reviewing the options (e.g., abortion, adoption, child care options) to ensure informed consent is given by clients regarding adoption or temporary wardship of their child, and completing documents with the client.
2. Identifying, through meeting with clients and community agencies, and recommending to the supervisor credible extended family and private resources.
3. Conducting home visits to provide information relating to the client's needs; referring clients for other services; delivering parenting workshops; and placing a parent-aid in the home.

### **Factor 2 - Decision-Making (4E)**

#### **A. Level 4**

Makes decisions within standards, policies or regulations which are not subject to review by the supervisor. Decisions include: determining counselling methods to apply based on the nature of the client's problem; determining which referral agencies to use; authorizing payment to foster parents that are within policies; and terminating Family Support contracts when Family Support Workers do not provide the agreed upon services or when conflict between the Family Support Worker and client cannot be resolved. Decisions which are outside policy are reviewed prior to implementation.

#### **B. Level E**

This job exists to provide protection, counselling and referral services to client's whose safety and/or well-being is at risk. Makes decisions on a daily basis to reduce or eliminate threat to a client's psychological well-being or safety by determining when to allow children to remain in the home, placing a parent-aid in a home, determining when to provide counselling, and determining when to apprehend a child(ren) if the child's safety is at risk.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

Establishes long-term relationships with children in care and provides counselling and maintains contact with the client to ensure day-to-day physical and emotional needs are being met. Mediates conflicts, which have existed for numerous months or years, between: parents and children such as when parents refuse to have the child in the home and/or youth refuses to be in the home; parents who are fighting with each other over how to discipline their child(ren); a child(ren) and the foster parents such as when there are disputes over rules and boundaries; and parents, in situations where the parents have separated, they disagree on custody arrangements of the child(ren) and where the dispute has not gone before the courts. Defends decision to apprehend a child, in court, during cross examination.

#### **Level 3**

Negotiates with a Family Support Worker the specific services to be delivered to clients. Persuades Family Support Worker to adhere to the terms of the contract, department policies and generally accepted standards when they are not delivering agreed upon services or when there is conflict between the Family Support Worker and the client.

In crisis situations, provides immediate counselling to address a youth's problem (e.g., fetal alcohol syndrome, low self-esteem); and refers youth for specialized assessment and treatment.

#### **B. Level C**

Communicates social work principles and practices while supervising and educating practicum students (e.g., when student is conducting case planning activities). This includes providing final evaluations of students in order for them to meet necessary social work educational requirements.

#### **Level B**

Modifies educational material on parenting to meet educational levels of clients. Delivers parenting classes to clients with a goal of improving parenting skills and reducing the risk of abuse and/or neglect. Delivers presentations on child care and development to groups of young parents with a goal of increasing their understanding of normal development and thus improving the quality of care to children.

Provides information in writing to community agencies to clarify a client's needs. Chronologically documents client information for use by other Family Service Workers.

**Level A**

Provides information on the court process to clients who are required to testify as well as provides background information to lawyers on children coming into care.

abuse; racism and integration; separation and attachment issues; assessment tools such as ecomaps and genograms; and communication techniques to resolve conflict. Requires knowledge of various treatment modalities - Adlerian theory, reality therapy, etc.

**Factor 4 - Responsibility for Work of Others (2)****A. Level 2**

Occasionally responsible to recruit, provide direction and monitor the work of community volunteers in the provision of services to clients. For example, recruits elders to provide counselling services to aboriginal clients and supervises community volunteers who provide recreational or educational programs for youth in the community. This includes assigning, distributing, organizing, co-ordinating and prioritizing the work of the volunteers and monitoring their achievement of goals and ensuring quality and quantity standards are met.

Knowledge is applied in counselling clients in difficult situations and providing options (e.g., an unplanned pregnancy), and assessing client's parenting skills and determining the best approach to help the parents gain these skills (e.g., delivering parenting workshops, referring to other services or placing a parent-aid in the home).

This knowledge is normally obtained through 2 years of human service related education or an equivalency of education and experience.

**Factor 5 - Job Knowledge (5C)****A. Level 5**

Requires knowledge of family systems theory and factors contributing to, and detracting from, family functioning. Also requires knowledge of community assessment and socio-economic issues which impact on family intervention strategies (e.g., social structures and their foundations in government of indigenous cultures, value-bases, economics, family patterns, colonial/patriarchal/matriarchal impacts, cultural dynamics, poverty, community history).

**B. Level C**

Requires knowledge of the standards, policies, procedures and legislation relating to five distinct family services programs - child protection, child care, adoptions, teen and young parent, and 16 and 17 year old services. Knowledge is applied by delivering services within each program to an assigned caseload within the region.

Knowledge is applied in conducting assessments of social and family functioning, developing long-term intervention strategies and case plans, which take into consideration family-community-cultural dynamics; developing long-term reintegration goals; conducting inter-agency case management; and managing family conflict resolution and providing parental guidance relating to improvements in growth and development.

Requires knowledge of services offered by the Department of Social Services (e.g., Family Income Plan) in order to integrate services with other program areas or to make referrals. Also requires knowledge of addiction assessment and treatment facilities, adoption agencies, crisis centres, mental health services, private counsellors, and numerous other referral services such as legal aid, mediation services, First Nation Band services and services provided by the Metis society in order to make referrals.

Knowledge is typically obtained through a degree in Social Work.

Requires knowledge of court processes in order to inform clients regarding processes and procedures (e.g., adoptions, custody disputes), testify as a witness (e.g., to defend decisions to apprehend a child) and to implement orders of the court (e.g., children coming into care of the Minister).

**Level 4**

Requires knowledge of social work principles and practices relating to: childhood social, physical and emotional development; abuse cycles - child abuse/neglect and its effects - anxiety issues, family and group dynamics; needs and risk assessment; parenting; self-esteem; sexuality; spousal abuse; alcohol and drug

Requires knowledge of the Social Worker Information Network, E-mail, Microsoft Works and WordPerfect in order to type, format and obtain data.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, spends 1 hour per week interacting with hostile clients when apprehending children and investigating allegations of abuse (e.g., parents are hostile to the job apprehending their children). (5A)

On average, spends 20 hours per week interacting with clients who are threatening physical harm or unpredictable (e.g., driving while interacting with hostile youth in the car, parents are resistant to the job apprehending their children, conducting home visits). (4D)

On average, spends 3 hours per week driving in adverse weather conditions (e.g., icy roads), and travelling with hostile or unpredictable youth in the car. (3B)

On average, spends 8 hours per week writing notes to document conversations and observations, and interacting with clients who are rude and impolite. (2C)

On average, spends 5.3 hours per week driving in good conditions and keyboarding. (1B)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average, 23 hours per week work involves interacting with hostile clients (e.g., while apprehending children), counselling distraught and emotionally unstable clients, walking through deep snow in rural areas to meet with clients in order to investigate allegations of child abuse/neglect and lifting children over 18 kg. (3D)

On average, 13.3 hours per week, work involves conducting investigative interviews and completing court documents and reports, counselling clients experiencing sexual, emotional or physical abuse, delivering presentations, walking on rough terrain to meet with clients, crouching to talk with children, and moving video equipment weighing 9 kg. (2B)

On average, 1 hour per week work involves photocopying, faxing, responding to general inquiries, sitting, walking, and carrying boxes and suit cases weighing up to 8 kg. (1A)

**Factor 8 - Coordination**

**Overall Rating - 2A**

On average, 7.3 hours per week both accuracy and speed of physical movement is required when word processing, data entering, writing interview notes and court documents to meet deadlines. (3A)

On average, 14 hours per week, accuracy of physical movement is the main consideration when typing reports, and driving. Speed is the main consideration when running with or without children from threat of physical harm. (2B)

On average, 16 hours per week, performs tasks requiring neither speed nor accuracy of physical movement. (1C)



**EP; CD #216**  
**Senior Family Law Worker**  
**Family Law Division, Regina**  
**Justice**  
**Occupational Code: HFLS**  
**Level 10**

**December 2009**

training and development.

Provides information and education to community resources, the general public and legal profession.

### Main Purpose

Assesses families experiencing separation and divorce in order to recommend to the court, custody and access of the child (ren). Organizes and monitors the Supervised Access Program and coordinates and delivers the Public Education Seminars.

### Primary Responsibilities

Conducts custody and access assessments of the child(ren) as ordered by the courts.

Chairs assessment debriefings with the parents and their lawyers to explain the rationale for custody and access and to answer questions and concerns.

Develops case plans that address clients behavioral problems (e.g., sexual/physical abuse, substance abuse, aggression) including programming the client must receive. Monitors clients receiving programming and reassesses them to determine if initial custody and access privileges can be altered (e.g., grant custody, allow unsupervised visitation).

Organizes and administers the day to day operations of the Supervised Access and Exchange Programs, which enables the non-custodial parent to gain access to the child(ren), or enables the exchange of the child(ren) while being monitored by volunteers, Salvation Army personnel or social workers.

Reviews the work of 1 FTE and one practicum student who conduct custody and access assessments of the child(ren).

Screens, trains, schedules and reviews the work of 7-10 volunteers and Salvation Army personnel in the Supervised Access and Exchange Programs.

Organizes seminars, adapts and delivers presentations and recruits speakers for parents and other individuals who are currently experiencing or considering divorce/separation.

Recommends changes in procedures to the Custody and Access Program, the Supervised Access and Exchange Programs, the Public Education Program and staff

### Factor 1 - Problem Solving (4)

Problems relate to custody and access issues and family dysfunction.

#### **Level 4**

Problems include:

1. Clients disagreeing with the custody and access assessment.
2. Parents alleging physical, emotional, psychological or alcohol abuse.
3. A parent demanding the other parent not have access to the children.

Solutions are achieved by:

1. Explaining the rationale by outlining the considerations given in reaching the decision such as: drawing theoretical inferences (e.g., the results of play therapy indicate the presence of violence in the home), gathering information to aid in the assessment by interviewing parents, child(ren), other primary care givers, teachers, social workers, community groups/agencies involved with the family and investigating the parents' lives including assets, liabilities, family and marital history, new relationships, a chronological view of the parents lives from birth onwards.
2. Determining if the allegations are true by considering the nature of the relationship between the parents by interviewing individuals close to the family, interviewing the child(ren) using techniques such as play therapy and drawing theoretical inferences which involves applying theories to the developmental stage of the child(ren) to reach a recommendation on custody and access which meets the developmental needs and stage of the child and addresses the concerns of the parent (e.g., recommending the other parent attend an anger management course).
3. Identifying the needs of the child(ren) through assessments (e.g., play therapy) and drawing theoretical inferences about the child(ren) based on the application of theories, and developing solutions to meet the child(ren)s needs (e.g., young children must see their primary care giver every day) the nature of the relationship between the parents and the needs of the parents (e.g., they need to have closure to their relationship and therefore

do not want the child(ren) to have access to the other parent). Solutions must forecast potential needs and solutions (i.e., as a child reaches the next developmental stage, the child's needs will change).

effects and parenting changes. Seminar topics include Family Law Division Services, coping alone, children's reactions to separation and divorce and parenting after separation and divorce.

### **Factor 2 - Decision Making (4C)**

#### **A. Level 4**

Makes decisions independently, within policies and procedures which are not subject to review. Decisions include determining what custody and access arrangements will be recommended to the court, establishing the weekly schedule and assigning volunteers to families for the supervised access and exchange program and determining who to recruit as a speaker and coordinating, preparing and adapting public education seminars.

#### **B. Level C**

Makes decisions weekly that alleviate physical or psychological threat to the child(ren) by monitoring interactions during supervised access visits and deciding to intervene and discontinue supervised access visits when the parent is behaving in a threatening manner.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

As the overall case manager, conducts chronological in-depth social assessments on an assigned caseload of clients. Assessments are required to develop Custody and Access reports that include treatment plans for clients with behaviour problems and recommendations on custody/access privileges. An ongoing therapeutic relationship is developed with client(s) as they progress through the recommended treatment plan (e.g., anger management, substance abuse) to determine (based on reassessments) if the client is responding to treatments. Case plans can be active for several years and may require modifications to the programming a client(s) receives and changes to initial custody or access privileges (allowing a child in foster care to return to the parent, allow unsupervised visitation privileges).

#### **B. Level C**

Provides written pass/fail results to the university regarding practicum students performance.

#### **Level B**

Prepares, adapts and delivers educational seminars to parents considering separation and divorce in order to aid in their understanding of the legalities, emotional

### **Factor 4 - Responsibility for Work of Others (4)**

#### **Level 4**

Full responsibility for 2.5 FTE's.

#### **Level 3**

Schedules, recommends or approves leaves and overtime, assigns, distributes, organizes, coordinates and prioritizes work and coaches for ongoing performance improvement and demonstrates job functions and procedures for 7-10 volunteers and Salvation Army personnel who monitor the supervised access as ordered by the courts.

### **Factor 5 - Job Knowledge (5C)**

#### **Level 5**

Requires knowledge of social work principles and practises relating to separation and divorce issues (e.g., children's reactions and needs; family dynamics.) Requires knowledge of abuse (e.g., child, domestic, ritual), family violence, alcohol abuse, substance abuse, and cults; family systems theory and therapy, child development and art and play therapy; as well as, verbal, non-verbal, listening, observation and written communication skills. This knowledge is required in order to interview clients, develop and substantiate custody and access assessment reports, develop case plans that address specific behavioural problems, assess and reassess the appropriateness of access privileges, monitor the supervised access visits/exchanges and to coordinate, develop, modify, and deliver separation and divorce seminars.

Knowledge is normally obtained through a 4 year Bachelor of Social Work degree.

#### **B. Level C**

Knowledge of the Custody and Access program is required in order to develop and substantiate custody and access assessments. Requires knowledge of the Supervised Access and Exchange Program in order to coordinate the schedule, recruit volunteers, monitor supervised visits and apply and enforce policies and procedures. Requires knowledge of the branch's educational seminars that include Family Law Division Services, coping alone, children's reactions to separation

and divorce, and parenting after separation and divorce. Knowledge is required in order to prepare, adapt and deliver the seminars to parents considering separation and divorce.

Requires knowledge of community resources and the mandates, procedures and responsibilities of a variety of branches within and outside the department (e.g., Maintenance Enforcement Branch, Family and Youth Services Division, Victims Services). Knowledge of courtroom etiquette, policies and procedures is required in order to defend custody and access reports in court and liaise with judges, lawyers and court room personnel on a regular basis regarding clients or the services provided by the branch or in the community. Requires a general knowledge of family law issues (e.g., divorce, children's rights).

#### **Factor 6 - Working Conditions**

##### **Overall Rating 3A**

On average, 3 hours per week involves direct and imminent danger when interacting with hostile and angry individuals. (5B)

On average, 5 hours per week involves interacting with hostile and verbally abusive individuals where there is threat to personal safety (e.g., conducting home visits). (4B)

On average, 2.33 hours per week involves travelling in adverse weather (e.g., driving to and from custody and access interviews and meetings). (3B)

On average, 21 hours per week involves interacting with rude/impolite people (e.g., client swearing for recommending the other parent have custody) and performing repetitive movements (i.e., writing reports and interview notes) (16 hours). (2D)

On average, 6 hours per week involves working with ink and toner, data entry (.5 hours) and driving in good conditions. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating 3A**

On average, 3 hours per week involves working with hostile individuals. (3A)

On average, 22.8 hours per week involves interviewing; writing reports; delivering presentations, interacting with rude and impolite people and lifting/pulling weights from 8 and up to, but not including 18kg. (e.g., t.v, vcr) and kneeling/crouching (e.g., working with child(ren) during interviews). (2D)

On average, 11.5 hours per week involves walking up stairs (i.e., monitoring supervised access visits that are being held on different floors); sitting and lifting/pulling weights less than 8 kg. (e.g., flip charts, books). (1B)

#### **Factor 8 - Coordination**

##### **Overall Rating 2A**

On average, 17 hours a week accuracy of physical movement is required when taking notes at interviews (e.g., collection of information to aid in the custody and access recommendation) and driving. (2C)

On average, 20.33 hours per week requires neither speed nor accuracy of physical movement. (1C)

EP; CD #217  
August 2015  
Project Coordinator, Case Management Model  
Family & Youth Services Division  
Social Services  
Occupational Code: CPCX  
Level 12

### **Main Purpose**

Researches, designs, develops, recommends and implements a new case management model province-wide and provides associated training and support.

Takes the lead role in developing and facilitating delivery of a comprehensive, skills based training plan and curriculum for Family and Youth Services.

### **Primary Responsibilities**

Researches, adapts, designs and develops a case management model to address the assessment, planning and treatment process of programs in the Family and Youth Services Division. Creates and leads task teams for feedback/input. The tasks teams vary depending on the issue involved. The teams are comprised of Family Services Supervisors from across the province as well as senior field staff.

Designs, develops and implements training for departmental staff on the use of the new case management model. Also involves training of some external agency staff around the use of the new model.

Provides consultation to program managers and regional directors on Child Protection program issues, problem resolution and modifications, (e.g., questions related to the methods of practice being used within a region, advising on the use of Family Support Contracts). This also involves evaluating existing departmental files for relevant information, meeting with the family services staff, identifying changes to existing practices involving treatment, and consulting with supervisors and field staff about departmental policies not adequately being followed.

Develops and facilitates delivery of a "Preparation for Practice" training curriculum that encompasses existing training, but is expanded and further developed with new program material for all staff of Family and Youth Services Division.

Develops and facilitates delivery of program specific training for supervisors.

Determines pertinent information to be collected by an

automated information system. The information will be used in developing and evaluating Family and Youth Services Programs.

### **Factor 1 - Problem Solving (6)**

#### **Level 6**

Problems relate to outdated service delivery models used province-wide that do not adequately address current child welfare issues such as increasing incidents of family violence and deaths of children from abuse or neglect.

Solutions are achieved by developing and implementing a new case management model that will be used by all provincial Family and Youth Services Workers which involves: researching and analysing programs and treatment modalities used across North America for application to Saskatchewan; reviewing statistics on issues such as family violence, deaths of children related to abuse or neglect, etc.; analysing existing departmental programs to determine how services are currently delivered and who services are currently targeted to; designing a new case management model to address current and projected future child welfare issues; creating task teams to test the newly designed case management process and tools (e.g., risk assessment, ecomaps, genograms, behavioural specific outcomes); modifying the model based on problems and concerns identified by the task committee; developing a practices and procedures manual to be used during orientation, training and for daily reference; determining pertinent information to be collected by an automated information system that will be used in developing and measuring the effectiveness of Family and Youth Services programming; developing provincial training courses and implementation schedules; and setting service delivery goals based on the new model and evaluating its effectiveness by analysing statistics such as the number of family support contracts and the number of children from the family currently in care.

### **Factor 2 - Decision Making (5C)**

#### **A. Level 5**

Has authority to determine case practice standards through modification of the new case management model or when working with case workers and their supervisors and determines the components of the models of case management which set the standard/policy for social workers in the province, to apply. While the CD develops the policy and the implementation strategy, the authority to oversee the implementation does not reside with this CD.

Project Coordinator, Case Management Model case planning and assessment, etc.). The recipients use this knowledge in order to deliver training sessions to other social workers and their supervisors.

### **B. Level C**

Makes decisions once per month to intervene in situations where there is urgent physical and emotional threat occurring (e.g., neglected or abused children). Alleviates conditions of threat where situations have escalated to the point of physical danger by determining the appropriate assessment and treatment methodology to apply in order to provide protection and care to the clients.

### **Level B**

Makes decisions weekly regarding the development of assessment tools, components of practice, procedures and forms, training material and schedules (i.e., the Family Centred Case Management Model) affecting work methods of all Family and Youth Services (including young offender facility) workers in the Division. Implementation will lessen incidents of child abuse or neglect, enhance family functioning for clients of Family and Youth Services, and enhance the social work practice of workers. Situations are unlikely to escalate to the point of physical danger.

### **Factor 3 - Human Relations Skill (4D)**

#### **A. Level 4**

Provides advice and consultation to case workers and their supervisors on specific case situations relating to application of social work practices and methodologies in the case management model (e.g., how to conduct in-depth social assessments and develop treatment plans to create the necessary behavioural, attitudinal or cognitive change).

#### **B. Level D**

Requires communication skill to provide expertise to other professionals (e.g., child psychiatrist, academic), who challenge or disagree with the risk assessment criteria or members of the task committees (during development of model) who disagree with the content of components of the new case planning model or training materials. Through written, verbal and listening skills, provides rationale and expertise to the recipients (who will interpret and apply this material) who challenge the validity of the criteria and model content and that the model is in line with social work theories, principles and practices.

Develops and delivers training to social workers on the new case management model in relation to social work theory and practices (e.g., effects of abuse and neglect on development, concepts of separation and attachment,

### **Level B**

Develops and delivers an overview of the case management model to other government managers (i.e., in Health, Education) and to social work students.

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Has authority to re-examine case plans and practices during the course of audits and direct social worker staff to correct errors (e.g., where an inadequate home study was conducted).

### **Factor 5 - Job Knowledge (6F)**

#### **A. Level 6**

Requires knowledge of: human and family development and systems theory; dynamics of abuse and neglect; impact of social issues such as poverty; knowledge of therapy approaches such as the family-centred approach including values, philosophy and practices; tools used in case models such as genograms, ecomaps, risk assessment and behaviour outcomes; and dynamics and risk indicators used to identify children at risk.

Knowledge is applied in developing case management systems that outline parameters to be used by all case workers providing family and youth services for individual assessment and treatment planning for families.

Requires knowledge of training methods, adult education theory and approaches in order to develop training materials and presentations to meet the learning styles of professional social workers in the department. This knowledge is taught as applied skills to assess and intervene with families and individuals receiving Family and Youth Services.

Also requires knowledge of social research methodology, trend analysis in evaluating and adapting case management concepts used elsewhere. Knowledge is typically obtained through completion of a masters degree in Social Work.

#### **B. Level F**

Requires knowledge of a variety of delivery systems

## Project Coordinator, Case Management Model

(adoption, teen parent services, children's services, foster care, child protection, young offenders) in order to develop a training curriculum which reflects the unique needs of each of these client areas, yet must convey the connection between the programs, as many of the clients are involved in more than one program.

Knowledge is required to provide consultation to other areas of the department (Income Security, Child Day Care) and across government regarding integrated case management (Education, Health, Indian Child and Family Service Agencies, Early Childhood Intervention Program).

Requires knowledge of child and youth programs in the province and case management systems in use across North America, other jurisdictions (e.g., child care, child protection, adoption, young offenders), legislation, policies, and procedures.

Requires knowledge and appreciation of how program systems within the department inter-relate with each other, client need and with professional social work standards and practices. Knowledge is applied in developing the new case management model that is practical for professional social worker staff in meeting clients needs, conducting training, and providing program consultations within this legislative mandate.

Requires knowledge of Social Work Information Network (SWIN) automated systems to provide advice on case management practice and monitoring requirements, for database development.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends .25 hour per week intervening in urgent child abuse/neglect situations where there is threat of physical harm. (5A)

On average, spends 11.5 hours per week keyboarding (11 hours) and driving in adverse weather conditions and icy roads. (3A)

On average, spends 16 hours per week interacting with defensive, disruptive or impolite regional and facility staff (from other work units) who oppose the implementation of the new case management model, during training sessions or audits of individual case files; and writing notes for documentation in meetings or training sessions. (2D)

On average, 5 hours per week involves responding to deadline pressures when there are interruptions (e.g., when briefing material is required) and driving in good conditions (1 hour). (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends .75 hours per week intervening in emotionally charged situations with clients and social workers where clients have learning or sensory barriers and lifting heavy objects weighing more than 20 kg. (i.e., TVs). (3A)

On average, spends 30.5 hours per week standing during training sessions, facilitating training with department staff and agency representatives, developing and delivering training, convincing staff the case management model is the most appropriate approach to addressing child welfare issues, keyboarding, driving in adverse weather and writing notes for documentation. (2E)

On average, spends 6.05 hours per week sitting, driving and moving equipment and materials weighing less than 5 kg. (e.g., VCRs, flip charts, training manuals) while setting up and conducting training sessions. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, spends 1 hour per week where both speed and accuracy of physical movement is required when typing briefing material that is due within short timeframes. (3A)

On average, spends 20.5 hours per week where accuracy of physical movement is most important when driving, word processing reports and educational materials and writing notes for documentation. (2C)

On average, 15.8 hours per week require neither speed nor accuracy of physical movement. (1D)

**EP; CD #219**  
**Coordinator, IPSEM**  
**Prince Albert/Melfort**  
**Justice**  
**Occupational Code: HPOW**  
**Level 8**

**December 2009**

Identifies needs for community resources and services and initiates contact with parties regarding the development of programming to meet client needs. Organizes and conducts workshops and presentations to provide information and promote the program.

### **Main Purpose**

Assesses offenders' suitability for Intensive Probation Supervision Electronic Monitoring program and provides sentencing recommendations to the courts. Counsels, directs and monitors activities of offenders sentenced to probation.

### **Primary Responsibilities**

Interviews and assesses offenders for suitability for the Intensive Probation Supervision Electronic Monitoring program (IPSEM).

Monitors activities of offenders including conducting curfew checks and home visits to ensure compliance with conditions of probation. Also monitors activities of clients released on bail and placed on the electronic monitoring program.

Develops offender case plans and provides counselling, guidance and direction to offenders to promote adherence to case plan and to live responsibly in the community. Completes case record management activities including case documentation.

Recruits, trains and monitors the work of Community Service Providers and pager cover off staff. Shares responsibility for the work of staff with Probation Supervisor.

Provides information and advice to probation officers regarding the suitability of offenders for the IPSEM program.

Installs technical equipment in offender's home and fits monitoring device (anklet) on offender. Enters client data into computer in order to activate electronic monitoring.

Investigates and assesses violations of probation order and initiates the apprehension of an offender if required.

Schedules after hours cover off, completes reports (e.g., activity, violation), maintains statistical records and coordinates equipment needs including ordering supplies for IPSEM.

### **Factor 1 - Problem Solving (4)**

Problems relate to assessing offenders for program suitability and directing and monitoring activities of offenders sentenced to the Intensive Probation Supervision Electronic Monitoring Program.

#### **Level 4**

Problems include:

1. Requests to assess offenders with a history of sex or drug related offenses or with significant problems such as substance abuse or anger management that directly contribute to their criminal behaviour for the IPSEM program.

Solutions are achieved by:

1. Assessing offenders' suitability for program by interviewing and gathering information from offender, family members, community agencies, police, etc. regarding offender's criminal charges, propensity for violence, criminal history, family relationships, attitude, motivation level, physical and mental health as well as financial, education and employment status; interviewing victims in cases of assault and assessing victim/offender issues (e.g., safety); consulting with and reviewing pre-sentence reports completed by probation officers in order to determine risk (e.g., re-offending) posed to the community and developing a case plan based on identified needs including identifying community resources capable of addressing offender's problem(s) (e.g., substance abuse or anger management).

#### **Level 3**

Problems include:

1. Offenders violating conditions of probation order.
2. Offenders tampering with electronic monitoring equipment.
3. Lack of rural service providers.

Solutions are achieved by:

1. Assessing violation by gathering information and sorting statements, determining (e.g., seriousness of violation, criminal history of offender) if offender

should be charged with breach of probation, sanctioned or terminated from program, providing counselling and support or referring to community resource such as addictions counselling.

2. Investigating by gathering information and checking equipment, determining by reviewing information gathered if breach of probation has occurred and warrant for arrest is required, identifying need for and ordering new equipment.
3. Determining ways to promote program (e.g., presentations to community groups and agencies) in rural areas, identifying (e.g., referrals) and screening interested parties, identifying training needs of service providers and best way of providing ongoing support.

### **Factor 2 - Decision Making (5C)**

#### **A. Level 5**

On a weekly basis, makes decisions whether or not to enforce Correctional Services Act and Regulations, or the Criminal Code. In situations of non-compliance (e.g., breach of probation) has authority to issue warnings or utilize sanctions.

#### **Level 4**

Makes decisions within policy, procedures and standards and the majority are accepted without review. Decisions include: laying a breach of probation and advising police to arrest offender; determining if offender is suitable candidate for program or if a candidate is no longer suitable for program; recommending to the courts terminating offender from electronic monitoring program; establishing offender case plan; approving "Time Outs" allowing offender to leave residence to attend work, school, programming etc.; adding conditions to release such as offender is to conduct a job search or not to be in contact with certain parties; scheduling after hours cover off; recruiting, training and assigning work to Community Service Providers; when to conduct home visits; assigning risk level; ordering technical supplies and authorizing repairs of equipment for the provincial program.

#### **B. Level C**

On average, twice per month makes a decision whether to permit a probationer to leave residence when in a situation of threat (e.g., female probationer in threatening situation with spouse). On average, once per month, probationer is involved in a family dispute where the situation is escalating and there is a risk to the

safety of family members. Makes a decision to grant permission to the probationer who is being electronically monitored to immediately leave the residence in order to defuse the situation.

#### **Level B**

On average, once per month repairs or replaces monitoring equipment that has been tampered with or damaged by offenders. Determines if wilful damage has occurred and charges the offender with mischief.

### **Factor 3 - Human Relations Skill (4B)**

#### **A. Level 4**

Interacts daily with a caseload of offenders where a case plan is developed, identifying goals and programming such as attending addictions counselling. Provides counselling using a Control or Reality Therapy Model by: discussing charges and events leading to conflict with the law, identifying patterns of and contributing factors such as family history, socialization, motivation, and substance abuse in order to increase offender understanding of how these factors contribute to criminal behaviour. Counsels clients with low self esteem or relationship difficulties by identifying and building on positive aspects in offender's life (e.g., employment) and identifying and explaining issues of power and control and ways to address such issues. Requires skill to enhance offenders' ability to gain insight and understanding into their behaviour and to effect change in thinking patterns, attitudes and behaviour in order to live in the community in a lawful manner.

#### **Level 3**

Calms clients who are angry or upset over loss of privileges (e.g., leisure time), requirements of case plan or conditions of program by listening to concerns of client, sorting statements, reviewing conditions of probation and by explaining rationale for decision. Advises offenders of the conditions of release and case plan and the consequences of not complying.

Establishes contracts with Community Services Providers including specifying work to be performed. Monitors work performed and ensures conditions of contract are fulfilled.

Explains and provides rationale to probation officers when they disagree with the decision not to recommend an offender for the IPSEM program. Persuades



Prosecutor or Defence Counsel regarding the appropriateness of recommendations for use of the program. Explains program and persuades other departments such as Social Services to provide funding to offender in order to attend programming.

**B. Level B**

Prepares and delivers workshops and presentations relating to the IPSEM program to a variety of groups and service clubs including police, lawyers, students, etc. Completes pre-sentence reports (e.g., offender background, family history, etc.) including a sentencing recommendation for consideration by the courts.

**Level A**

Provides program information and instruction to new staff or community service providers in areas such as offender's suitability for program.

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

Shares responsibility for the work of staff with the Probation Supervisor. This includes: providing coaching for ongoing performance, demonstrating job functions and procedures as well as assigning, distributing, coordinating, organizing and prioritizing work of staff related to the Intensive Supervision Program.

**Factor 5 - Job Knowledge (5C)**

**A. Level 5**

Requires knowledge of the principles and practises of social work, counselling techniques and approaches, interviewing, human behaviour (e.g., motivation), addictions, cycle of violence, criminal court system, cultural awareness, human resource management and community development in order to monitor and provide counselling to offenders, gather information, identify and assess needs (e.g., anger management or substance abuse counselling), establish case plan, assess offender risk, provide sentencing recommendations to courts, identify, recruit and monitor the work of community service providers.

Knowledge is typically obtained through the completion of a degree in Social Work, Human Justice or Criminology.

**Level 2**

Requires knowledge of computer hardware and software programs in order to access data and perform data entry. Also requires knowledge of electronic monitoring devices in order to install, service and perform minor repairs (e.g., replace damaged parts).

**B. Level C**

Requires knowledge of the principles and goals of the Intensive Probation Supervision/Electronic Monitoring program and other programs including restitution and community service order in order to: identify offenders suitable for program; complete court briefs which include a sentencing recommendations and conditions (e.g., offender to pay restitution or perform community hours) to the court; discretion to be used in reporting a breach; lay a breach of probation; provide program information and explanations to offenders, Crown, Defence Counsel, Police etc.; deliver presentations to various groups (e.g., lawyers); complete case planning records and determine the effective date of probation order.

Requires knowledge of SaskTel's responsibilities and procedures regarding installation of offenders' phones, release of information, billing procedures and repair service availability, to ensure that offenders involved in the program are accessible and are adhering to the program.

Requires knowledge of programs such as Sex Offenders Program, Choices for Men and the Attendance Centre Programs (e.g., anger management, alcohol education, parenting), Probation, Fine Options, Institutional policies (e.g., early release, remand, revocation of conditional sentence, work incentives program, community training residence) and community resources such as mental health services, addictions counselling, support groups in order to develop case plan, advise probationers of programming and make referrals. Requires knowledge of Income Security Program in order to refer and advocate of behalf of clients for financial assistance.

Requires knowledge of the operation of vehicles and equipment (e.g., CVA vehicles, pager) as well as the operation and minor repairs (e.g., changing batteries, straps) of electronic monitoring equipment to install equipment in the home of and on the offender. Requires knowledge of computer software (e.g., CMIS, Word Perfect, Home Escort 1-E system) in order to enter and retrieve data.

Requires knowledge of First Nations culture, government and programs on and off reserves and protocols regarding establishing contacts in order to solicit participation and cooperation with IPSEM program policies.

Requires knowledge of the PSC/SGEU Collective Agreement in order to schedule after hours coverage and ensure that stand-by and call out provisions are adhered to.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 4A**

On average, spends 7.5 hours per week performing duties involving direct and imminent danger when interacting with angry clients and their families while performing equipment hook-ups and retrievals, responding to equipment malfunctions, or responding to alarms. (5B)

On average, spends 15.5 hours per week interacting with hostile or angry clients or their family members where there is threat of physical harm when conducting home visits or performing curfew checks, and in direct contact with bodily fluids from clients with communicable diseases such as HIV or Hepatitis B or C when installing, measuring or removing bracelet on offender's ankle. (4D)

On average, spends 8 hours per week travelling to court or client's home equipment in conditions of poor visibility and in contact with clients and their family members known to have longer-term treatable communicable diseases such as Tuberculosis or Hepatitis A. (3B)

On average, spends 4 hours per week exposed to noise, interacting with rude and impolite clients, and performing repetitive tasks. Also in contact with clients and others known to have short term communicable diseases such as measles. (2B)

On average, spends 2 1/3 hours per week performing duties such as keyboarding in order to enter and retrieve data, reviewing documents and responding to inquiries. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 4A**

On average, spends 23 hours per week performing work requiring mental demand when working with hostile individuals while responding to victim information, performing curfew checks and equipment hook-ups, responding to alarms or equipment malfunctions, and investigating violations. (3D)

On average, spends 10 1/3 hours per week performing activities requiring sensory attention such as determining client suitability for program, entering and retrieving data, installing equipment, walking on rough terrain to conduct home visits in rural locations and lifting and carrying supplies and equipment between 8-18 kg. (2B)

On average, spends 4 hours per week performing activities such as responding to requests for information, sitting, standing and walking in order to attend meetings or court, using the telephone or other office equipment such as the fax, walking up stairs, lifting and carrying equipment up to 8 kg. such as cellular phone and pager and driving in good conditions. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

On average, both speed and accuracy of physical movement is required 7.5 hours per week in emergent situations such as responding to alarms, equipment malfunctions or directly interacting with angry, aggressive individuals (e.g., physically restraining individual). (3A)

On average, accuracy of physical movement is a major consideration 22 1/3 hours per week while entering and accessing data on CMIS or the electronic monitoring system, writing reports, installing, monitoring or servicing and repairing electronic monitoring equipment. (2C)

Neither speed nor accuracy of physical movement is required 7 hours per week. (1A)

EP; CD #221  
Vital Statistics Investigator  
Department of Health  
Occupational Code: PDPW  
Level 5

August 2015

### **Factor 1 - Problem Solving (3)**

Problems relate to ensuring accuracy and legitimacy of vital statistics and other legal registration documents according to applicable legislation.

#### **Level 3**

Problems include:

1. Insufficient documentation is provided with a request for a change of name (e.g., A grandfather requests a change to the surname of his grandchild and provides a hand-written statement signed by the child's father as proof of custody).
2. Parents request that the surnames of their children be changed to the father's surname as parents have now married each other and that the mother's maiden name be used as a third given name; the father has not been named on the children's birth registrations.
3. Initially unclear whether a request for a change of surname is under the provisions of *The Vital Statistics Act* or *The Change of Name Act*.
4. Client applies for a birth certificate. The birth is not registered and therefore, a birth certificate cannot be issued.

Solutions are achieved by:

1. Obtaining information and documentation to determine who has legal custody of the child and where the father resides; assessing legislation (e.g., *The Children's Law Act*, *The Change of Name Act*, and *The Vital Statistics Act*) and past precedent to determine if custody document is sufficient; requesting that the father submit an application with the mother's consent or denying request (e.g., the father lives outside the province and is not eligible to apply); if it appears a legal opinion is required provide recommendation to the supervisor and/or the department solicitor.
2. Reviewing legislation and determining which act applies based on marital status of parents and age of each child (e.g., the child born before March 1, 1994 can be re-registered free of charge under *The Vital Statistics Act* by creating a new birth registration and having the parents sign a statutory declaration; the child born after March 1, 1994 requires legal change of name as well as a fee based on the *Change of Name Act*); determining the process to follow (e.g., the father must be first named on the birth registration and then apply for legal change of name with the mother's consent).
3. Determining the specific circumstances requiring a name change (e.g., name was spelled and signed incorrectly on a client's birth registration, reversion

#### **Main Purpose**

Reviews requests from the public, their legal counsel, government and non-government agencies for: changes to registration of vital events such as birth, marriage, death, and stillbirth; delayed registration of vital events; registration of legal change of name; registration of adoptions; and issuance of related certificates. Approves or denies requests based on legislation, policies and procedures.

#### **Primary Responsibilities**

Reviews and evaluates applications requesting issuance of certificates (e.g., birth, death, marriage, change of name) and changes to information (e.g., names, dates, parentage) on vital statistics documents.

Obtains historical information and documentation from clients and other sources to ensure sufficient evidence is available to amend or correct data on existing registrations of vital events or register events which were not previously documented (ie. delayed registrations).

Approves or denies requests based on legislation such as *The Vital Statistics Act*, *Change of Name Act*, *Children's Law Act*, *The Adoption Act* and related regulations and policies.

Responds to inquiries and composes correspondence explaining vital statistics and change of name legislation, policies and procedures.

Reviews outstanding files to determine if they should be retained, closed or destroyed.

Collects fees from clients for registering events, changing information on registrations and issuing certificates.

Maintains and updates policy and procedure manuals including an index of unusual and unavailable sources of information such as school and church records.

Completes and witnesses statutory declarations as Commissioner for Oaths.

to birth name, legal change of child's name); determining age and residency of the client; reviewing legislation to determine which provisions apply; sending forms to client to complete and submit along with supporting documentation and required fees.

4. Obtaining personal history information, suggesting sources to obtain evidence (e.g., churches for baptismal records, schools, physicians, hospital records, census records, records from other provinces) and in some cases, tracking down evidence on behalf of the client; examining documents received for validity and sufficiency; sending form to client to register birth if evidence is acceptable or denying request returning any evidence; keeping file open indefinitely in case further supporting evidence becomes available in the future.

## **Factor 2 - Decision Making (4B)**

### **A. Level 4**

Makes a decision within policies, guidelines and past precedent. The majority are not reviewed and include: accepting or denying requests for changes to vital statistics information (e.g., determining if documentation or evidence is sufficient and from acceptable sources); issuing a copy of a registration, refunding fees, or having certificates replaced free of charge; creating or closing a file and determining the length of time the file will be retained; contacting agencies/Vital Statistics Branches in other provinces on behalf of a client and witnessing statutory declarations as a Commissioner of Oaths.

### **B. Level B**

Examines application fees submitted by clients that have already been entered/accepted and determines if an overpayment/underpayment exists. If an error is found, the job writes the applicant, informs them of the error, and either authorizes a refund or requests the additional fees are submitted. These corrective decisions occur on a monthly basis.

## **Factor 3 - Human Relations Skill (3B)**

### **A. Level 3**

Encounters conflict in situations when client: is upset by legislative requirements (e.g., births of children to unmarried parents before March 1, 1994 may change

names free of charge; births after March 1, 1994 costs \$100 to legally change the child's name); applies for a birth certificate and finds that the birth was not registered; states the father registered on the birth certificate of her child is not the real father.

To resolve the conflict: explains legislative requirements to clients, their legal representatives or an agency acting on their behalf and explains that amendments to legislation contradict other related legislation; interviews clients to obtain all the applicable information; explains the search that has taken place to find the certificate, and provides forms and instructions to apply for a delayed registration of birth; explains the medical tests and evidence required to change paternal information. In each situation, the job is required to explain the process to obtain the proper documentation, follow through the problem with the client until it is resolved or the client chooses to stop pursuing the request.

### **B. Level B**

Provides written explanations and interpretations of legislation, policies and procedures to clients, their legal representatives, law firms, banks, and other agencies (e.g., documentation required to register births, deaths, legal change of name for a child where it must be determined who has legal custody, etc.).

Informally educates clients and other members of the public regarding policies and processes verbally in person or over the phone.

## **Factor 4 - Responsibility for Work of Others (2)**

### **Level 2**

Organizes, coordinates and assigns work and priorities to the Amendment Clerk in the unit relating to registration documents and certificates. The job is responsible for that work ensuring errors/omissions are corrected.

Assigns work to 2 staff in the Search Unit (e.g., requesting record searches and issuance of certificates) who reports to a different supervisor. The job checks and verifies their work to ensure corrections have been made to the documents.

**Factor 5 - Job Knowledge (3C)**

**A. Level 3**

Requires investigative knowledge to obtain information (e.g., historical records), conduct interviews, and substantiate evidence.

Requires knowledge of word processing and data bases in order to enter, retrieve, edit and format data and create macros.

**Level 2**

Requires knowledge of written communication in order to correspond with clients, lawyers and agencies explaining legislation or providing interpretations.

**Level 1**

Requires a Commissioner for Oaths certificate in order to witness statutory declarations. Requires knowledge of mathematics such as addition, subtraction, multiplication and division to collect payments for registrations.

**B. Level C**

Requires knowledge of vital statistics registration program including vital events such as birth, marriage, death, and stillbirth, delayed registration of vital events, registration of legal change of name, registration of adoptions. This knowledge is applied in order to approve or deny registration requests and explain policies, procedures and legislative requirements (e.g., completion of forms, what legal documentation is required prior to processing a request).

Requires knowledge of the services outside agencies provide (e.g., schools, hospitals, churches, financial institutions, funeral homes, First Nations offices, other government offices such as Health and Welfare Canada, Canada Manpower and Immigration, Saskatchewan Government Insurance, etc.) in order to obtain legal documentation for requests or refer clients to agencies to obtain documentation. Requires knowledge of agencies such as Census Pension Records of Statistics Canada and Social Insurance Registry in order to help clients complete applications to these agencies for searches of historical records (e.g., require ink signatures and the full land locations of places of residence outside of cities, towns, or villages before rural records can be searched).

Requires knowledge of Health Insurance Registration and Vital Statistics databases to enter, edit and obtain

data; MS-DOS; and Microsoft Mail.

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, spends .25 hour per week interacting with clients at the reception counter who are emotionally upset, angry, intoxicated and physically threatening. (4A)

On average, spends 16 hours per week wordprocessing where there is risk of strain from repetitive hand movements (16 hours). (3D)

On average, spends 4.25 hours per week interacting with rude and impolite clients on the phone or in person when denying a request or explaining legislative requirements (e.g., client needs to obtain additional evidence to substantiate request). (2B)

On average, spends 5 hours per week searching for records in a vault with dust and mould. (1B)

**Factor 7 - Demand**

**Overall Rating - 4A**

On average, spends .75 hours per week working with hostile, intoxicated individuals who demand information at the reception counter. (3A)

On average, spends 31 hours per week interviewing clients, explaining to clients how to complete forms, composing correspondence and interacting with rude or impolite people. (2E)

On average, spends 4.25 hours per week performing activities such as photocopying, standing while locating files in vault and lifting books or records weighing up to 8 kg. (1A)

**Factor 8 - Coordination**

**Overall Rating - 2A**

On average, spends 16 hours per week typing or word-processing correspondence, declaration forms, formatting reports, creating and editing macros, entering and obtaining data; and operating a cash register which primarily require accuracy of physical movement. (2C)

On average, spends 20 hours per week performing activities requiring neither speed nor accuracy of physical movement. (1C)

EP; CD #226  
December 2009  
Wildlife and Outdoor Education Supervisor  
Policy and Programs Division  
Environment and Resource Management  
Occupational Code: CAEW  
Level 7

### Main Purpose

Coordinates provincial delivery of wildlife and environmental education programs to raise public awareness of wildlife conservation and the environment and to develop responsible public attitudes towards resource use.

### Primary Responsibilities

Develops, implements, coordinates and administers environmental education programs for the general public and educators, focusing on wildlife, resource management and conservation.

Promotes programs; seeks partners and broadens funding sources through cost recovery and fund raising initiatives.

Develops training materials, programs and workshops, trains contract facilitators and field tests new materials (e.g., Assist '96, SnoWILD, Project Wet Leadership Training).

Responsible for the work of unit staff and contract staff; develops budgets, writes reports and planning documents relating to the delivery of environmental education programs.

Provides education consultation services (e.g., how to: develop training workshops, promote an event, implement an education program) to department staff, SIAST, universities, conservation agencies, interest groups, government departments (e.g., Education, SIMAS).

### Factor 1 - Problem Solving (3)

Problems relate to: the lack of funding to provide programs; coaching staff lacking the skill to carry out work programs; developing programs to meet audience demands and developing partnerships to fund and promote programs.

### Level 3

Typical problems include:

1. Lack of money to develop environmental education programs and shortage of staff/resources to deliver programs.
2. Public's lack of understanding about the importance of resource management.
3. Lack of partners to co-manage or fund programs.

Solutions are achieved by:

1. Identifying, assessing and prioritizing program needs and finding new ways to deliver them. For example: meeting with other organizations (e.g., Canadian Water Resources, Saskatchewan Water Corporation) to suggest and discuss options to develop or co-manage programs with department support (e.g., Fisheries Branch, Wildlife Branch, Environmental Protection Branch, Canadian Water Resources Association); researching and pursuing the use of other programs which will suit the department's program needs (e.g., Project WILD is licensed by the Canadian Wildlife Federation, Project WET is a national environmental education program in the United States). Developing key conceptual frameworks (e.g., researching and deciding which major components should be incorporated in the content) for approval by Saskatchewan Education and contracting out the writing of the program's content information based on this framework. If the writing is not contracted out, plans and conducts writing workshops for teachers and department employees who will write the content of the program information.
2. Determining and understanding the message which will be presented to the audience by researching and analyzing their perspective of the subject at hand. Developing and communicating the message of wise resource management in a way that the audience can understand and accept. For example, writing a message to be delivered to trappers in a way which will be accepted by the trappers and will create a change in the type of traps they are using for hunting. Requires understanding why trappers follow their current practices before developing and communicating the message at workshops.
3. Meeting with groups (e.g., Girl Guides, Saskatchewan Water Corporation, Environment Canada, National Hydrology Research Institute) to determine interest and resources they are willing to commit. Writing and entering Partnership Agreements regarding education programming and co-developing planning documents and program content which meets their needs (e.g., Project

- WET, Project SOILS, Girl Guide Partnership).
4. Writing educational programming grant proposals, preparing and delivering presentations to possible funders and partnering agencies (e.g., Canada-Saskatchewan Agricultural Green Plan, Nature Saskatchewan, Canadian Water Resources Association). For example, a grant for funding under the Green Plan required: developing a proposal which reflected the importance of educating the public through written information about the danger of environmental degradation. The Green Plan proposal involved: outlining the stages of the project to be undertaken, researching and developing content relating to the various stages; identifying deliverable products within each stage of the project (e.g., developing activity guide, coordinating the delivery of workshops to educators, conducting the leadership training workshop); outlining the roles and responsibilities for Green Plan and the department.

### **Factor 2 - Decision Making (4B)**

#### **A. Level 4**

Makes decisions where no standards, policies or regulations exist and which are not intended to set a standard for use by others. For example: waives workshop or facilitator's fees in special circumstances. Fees are waived if the department benefits from sharing or promoting program information with participants who are unable to pay the associated cost. For example: waived 8 workshop fees for a major science conference; donated the facilitator's time at the Saskatchewan Wildlife Federation's Youth Conference and the Guide and Scout Leaders conference. Contract with the national sponsor (e.g., Canadian Wildlife Federation) states participants must attend a minimum of 6 hours in the Project WILD workshop before being certified. The allotted time in the conference schedule was 5 hours. Given the knowledge level of the participants in the workshop less time was required to explain the content and the job made the decision to certify the participants after 5 hours. These decisions do not occur on a weekly basis.

Makes decisions within standards, policies or regulations. The majority of these decisions are accepted without review including: developing and implementing wildlife and environmental education programs (e.g., Humane Trapping education, Caribou Schools Program, SnoWILD, Project WET, Project SOILS), co-developing and implementing programs with other federal or provincial agencies (e.g., Project

#### **B. Level B**

Financial loss to government exists where there are insufficient program funds. Corrective decisions involve obtaining partial cost recovery for programs (e.g., Project SOILS, Project WILD), determining and applying for other grant or funding opportunities, entering into partnership agreements (e.g., Project WET) and deciding where unspent funds can be reallocated rather than refunding to the partner agency. These decisions occur on a monthly basis.

### **Factor 3 - Human Relations Skill (3D)**

#### **A. Level 3**

Resolves complaints relating to wildlife education programs. Complaints include a participant who complains that the content of a workshop is biased (e.g., presenting information on wildlife while criticizing the damage done to agricultural crops). Resolution requires meeting with the facilitator to investigate the complaint, reviewing workshop evaluations, monitoring the future performance of the facilitator and in some cases discontinuing the use of the facilitator. A workshop host complains because the program to be delivered is too long. Resolution requires explaining the host facilitator's contractual obligations for the full workshop presentation to be given before participants can be certified and ensuring the host meets these obligations. Program funding partners (e.g., crown corporations, federal or provincial departments or agencies) disagree with the project deadlines. Resolution requires explaining to the funding partner the requirement to meet the stated deadlines, in some cases choosing another funding partner who can meet the stated deadlines, tactfully enabling funding partners who choose to, to discontinue their project involvement.

Negotiates with other organizations to use their program. For example, reached agreement with an United States company to use their Project WET educational materials and including setting the terms of agreement such as how the department would develop and package an educational supplement which would incorporate Canadian content. Negotiated and reached agreement with the University to incorporate the department's programs into formal education requirements for students.



**B. Level D**

Develops and co-facilitates train the trainer workshops (3 days) including Project WILD, Project SOILS, Focus on Forests Saskatchewan and SnoWILD environmental and resource management education programs. Teaches facilitation and adult education methodology, general ecological knowledge, links to Saskatchewan species and biodiversity to teachers and youth group leaders, department and partner organization employees. Includes explaining theories of group dynamics, how to plan agendas, sizes of groups and ideal numbers of participants for different types of activities. Workshop participants are then required to apply this knowledge while facilitating education programs throughout the province.

**Level B**

Develops curriculum and presents one week in-residence courses to science teachers on resource management education (e.g., biological sampling techniques, biodiversity of landscape, species and genetic levels) for their certification in environmental education programs.

Develops and delivers presentations on Wildlife and Outdoor Education Programs for professional groups (e.g., Partners for the Saskatchewan River Basin, Canadian Water Resources Association, Prairie Farm Rehabilitation Association). These presentations raise awareness of departmental programs and increase workshop bookings, promote working partnerships between organizations and may result in donations of funding or services.

Presents 5 day, full and half day workshops (e.g., Project WILD, Focus on Forests Sask, Project SOILS, SnoWILD) to education and youth group leaders including program content, philosophy of environment and resource management education and links to local natural resources, links to Saskatchewan CORE science and social studies curricula as well as to Guides and Scouts Canada programs. Audience includes teachers, Guides and Scouts Canada leaders, recreation professionals, parks interpreters, conservation officers, First Nations and Metis Nation educators, education students and SIAST students.

Makes public presentations (e.g., conferences, consultations, workshops) to increase awareness about the importance of resource management.

Explains and communicates ideas to staff and facilitators who lack specific skills and knowledge to carry out aspects of their work programs including: how

Wildlife and Outdoor Education Supervisor to plan, organize and conduct public consultation meetings and teacher training workshops and how to develop successful fund raising proposals.

**Factor 4 - Responsibility for Work of Others (3)****Level 3**

Formally assigned and full responsibility for the work of 1 FTE.

Shares responsibility for the work of volunteer staff (e.g., Sask Water, Prairie Farm Rehabilitation Association, Environment Canada) who facilitate education programs. This shared responsibility includes assigning, distributing, organizing, coordinating and prioritizing subordinate's work; monitoring the achievement of goals or objectives and ensuring quality and quantity standards are met; coaching for ongoing performance improvement and demonstrating job functions and procedures; and, resolving conflicts.

**Factor 5 - Knowledge (5C)****A. Level 5**

Requires knowledge of how people learn and how to teach people who have varying levels of understanding. This knowledge is required in order to develop new environmental education materials for the department and to train facilitators and workshop participants: to understand the teaching process; to present information which will be understood by the participants; to teach about department programs (e.g., the concept of conservation, sustainable use of renewable resources). Requires knowledge of cross cultural education to deliver programs (e.g., hunting, fishing, trapping and environmental education programs) within Metis and First Nations education organizations (e.g., FSIN, Nortep, SUNTEP) and Band schools which will be understood and accepted by the recipient. Requires knowledge of adult education techniques to develop and deliver workshops (e.g., hands on learning, inclusive and interactive workshop, ability of participants to contribute ideas on how they would like to learn). This knowledge is normally obtained through a Degree in Education.

Requires knowledge of qualitative and quantitative research methods. This knowledge is required in order to critique or conduct research on department's wildlife and environmental education programs; to read and understand research about programs in other jurisdictions to determine how it applies to the

department; to conduct educational research on human subjects in the discipline approved ethical manner; and to determine the success of the department's programs and whether its programs are meeting objectives.

Requires knowledge of the education system's protocols, governance and processes (e.g., curriculum development, professional development) in order that department programs being offered will be adopted by Saskatchewan Education. Makes recommendations to the department regarding the role of Saskatchewan Education vs. the role of school boards (e.g., implementation of curricula, responsibility and liability of leaders vs. teachers).

### **B. Level C**

Requires knowledge of department's educational programs (e.g., Project WILD, Project WET, Project SOILS, Focus on Forests Saskatchewan) including content, knowledge of biology, forestry practices, soils and water conservation, ecology and hydrology to develop and facilitate train the trainer workshops and to ensure message being relayed by facilitators complies with department programming (e.g., hunting, fishing, trapping rules, environmental pollutants).

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, spends .5 hour per week working in extreme weather conditions during trapping workshops, and performing demonstrations outdoors, as scheduled. (5A)

On average, spends 29 hours per week keyboarding (14 hours per week); working under deadline pressure caused by interruption from others when developing program content or workshop materials which are required in short timeframes and being interrupted by other staff or phone calls who are seeking information immediately (14 hours per week); and travelling and working in adverse weather conditions to attend workshops and to conduct portions of the workshop outdoors in rainy or wintry conditions (1 hour per week). (3E)

On average, spends 2 hours per week travelling in good conditions to conduct workshops and conferences throughout the province. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, spends 32 hours per week driving in adverse weather conditions to attend workshops and conferences, keyboarding, delivering proposals to possible funders or presenting educational programs at workshops and conferences, researching or speaking with others regarding educational programs or proposals to be developed, responding to questions about proposals or educational programs presented during meetings with others. (2E)

On average, spends 5.3 hours per week driving in good weather conditions to attend workshops and conferences and responding to questions about the types of educational programs offered. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 2A**

On average, spends 17 hours per week performing activities where accuracy of physical movement is a major consideration including keyboarding and driving to conduct workshops and conferences throughout the province. (2C)

On average, spends 20.3 hours per week where neither speed nor accuracy of physical movement is a major consideration. (1C)

**EP; CD #227**  
**Lab Scientist**  
**Provincial Laboratory Services**  
**Saskatchewan Health**  
**Occupational Code: SLSS**  
**Level 11**

**August 2015**

Solutions are achieved by performing and overseeing testing and by developing, evaluating, monitoring, and improving testing methods.

Solutions require:

1. Developing hypotheses, predicting outcomes, conducting test scenarios to evaluate various algorithms, evaluating/proving the hypotheses through formal scientific processes, researching publications/internet and conducting literature reviews, reviewing resulting data to determine acceptance or rejection of hypotheses, writing reports, and implementing or integrating the findings into the existing program. This involves presenting research findings to section or unit heads (depending on which work area will be affected by the new tests) and working with them to develop and implement the test protocols.
2. Developing and implementing testing/evaluation methods and surveillance processes, evaluating methods to ensure consistency and accuracy of results, identifying/monitoring trends (number/percentage of positives), ascertaining potential impact on the population, and providing scientific and evaluative reports to Medical Health Officers which may necessitate the development of collection and surveillance processes (e.g., contact tracing) and immunization programs within a district or on a province wide basis.

### **Main Purpose**

Responsible for the testing procedures and equipment, and the quality and timeliness of results for the Immunoserology Section of the Provincial Laboratory.

### **Primary Responsibilities**

Responsible for testing activities within the immunoserology section including establishing quality and quantity standards, workflows and test priorities; training and providing direction to staff; monitoring validity test results; reporting test results to physicians and medical health officers; troubleshooting tests and equipment; setting standards and performing equipment servicing and maintenance activities, managing inventory of supplies and reagents.

Evaluates quality and timeliness of existing testing methods and equipment, develops and implements changes/improvements.

Researches new test methods, chooses and evaluates test methods and instrumentation, develops and manages the implementation.

Exchanges information with physicians and staff in other laboratories regarding costs and source of supplies, and the results/validity of test methods.

Develops monthly and annual reports regarding lab activities including statistical information on test volumes and results.

### **Factor 1 - Problem Solving (5)**

Problems relate to laboratory testing for various diseases/bacteria such as hepatitis, syphilis, legionella, rheumatoid arthritis, lymes disease and rubella.

#### **Level 5**

Problems include:

1. No established criteria for confirming a positive test result of new diseases.
2. Potential public health threats caused by emerging pathogens (e.g., Hepatitis E).

#### **Level 4**

Problems include:

1. Methods which are outdated or not cost effective.
2. Equipment no longer meets testing needs in terms of speed or accuracy or new bacteria.

Solutions are achieved by:

1. Evaluating current methods/programs for efficiency/effectiveness, identifying alternatives, conducting research (literature/internet), contacting sales representatives to identify and access possible sources or reagent and equipment, testing reaction of test method using a system of adjusting all the variables to optimize the reaction, making slides and test on panel of known positives, evaluating consistency and reliability of results, contacting other labs to compare testing protocols and validity of results, modifying procedures to produce consistent results in this lab, implementing new procedures, training staff and conducting final reports including the analytical, mathematical and sensitivity evaluation of the new method, conducting feasibility studies of changes, and

predicting how change will impact on service delivery.

2. Determining criteria that must be met, preparing specification for tendering, evaluating tender proposal and recommending selection, developing acceptability and consistency standards, installing new equipment and/or implementing trial methods, adjusting variables to meet consistency standard, assigning technologists to run tests parallel to each other, assessing if all relevant parameters are met, implementing new method, documenting procedures and training technologists; and

### **Level 3**

Problems include:

1. Testing method/equipment producing questionable results.

Solutions are achieved by:

1. Reviewing procedures to ensure proper test protocols are followed; checking all sources for possible variation and control (ie., calibration [acceptable limits], reagents [how they were handled, stored, prepared], instruments [inspect and run through diagnostic programs]); reviewing troubleshooting guide/procedures; if problem not resolved, contacting company to see if they have more information on the problem or to request a service technician.

### **Factor 2 - Decision Making (6C)**

#### **A. Level 6**

Has authority to develop and implement new written policy including determining research approaches and protocols, instituting changes in existing test methods, determining retesting protocols, and establishing reporting policies for test results.

#### **B. Level C**

Makes decisions once a week regarding the physical well-being of clients when abnormal or invalid test results occur or when there is a threat to public health caused by emerging pathogens or new diseases. Develops new hypotheses through research and evaluation, and conducts test scenarios to evaluate and prove the hypotheses. Checks and corrects the

functioning of the equipment, repeats the controls, alters the composition of the test materials and repeats the test(s) in order to validate and improve the accuracy of test results. These situations escalate to the point of physical danger less than once a month.

#### **Level A**

Makes decisions on a weekly basis to administer first aid, such as flushing eyes or skin and applying topical solutions, to co-workers and decontaminating the work area in response to accidental spills and breakages involving specimens possibly containing Hepatitis and/or HIV which require an immediate response.

### **Factor 3 - Human Relations Skill (3D)**

#### **A. Level 3**

Convinces physicians or health care workers who are upset with inconclusive results of test to follow specimen collection procedures more carefully and/or to provide a repeat specimen to ensure no mixups.

#### **B. Level D**

Writes scientific reports (e.g., The Utility of CAPTIA Syphilis-G test for Screening and Confirmation of Syphilis) and testing protocols on new test methods/protocols for presentation at national conferences, seminars and lectures where the audience questions validity of material presented. Writes testing procedures for use in the lab where the accuracy of the material is reviewed by an independent body during laboratory regulatory inspections.

#### **Level C**

Writes scientific reports on immunoserology tests for distribution to physicians, other lab units, public health nurses, medical health officers in order to keep them updated on new or changing procedures or in response to requests.

### **Factor 4 - Responsibility for Work of Others (3)**

#### **Level 3**

Has permanently assigned shared responsibilities for the ongoing work of laboratory technologists who rotate through the section. Assigns, distributes, organizes, coordinates and prioritizes work; monitors work for quality and quantity standards, ensures quality and quantity standards are met; and coaches for ongoing

performance improvement and demonstrates job functions and procedures..

### **Factor 5 - Job Knowledge (6D)**

#### **A. Level 6**

Requires theoretical knowledge of the study of bacteria, viruses, fungi, serum constituents, histology, chemistry and biochemistry, and the study of microscope, slide preparation and interpretation including disease transmission, symptoms and methods of detection, immunity to infectious diseases (antigen-antibody reactions, agglutination reactions) autoimmunity (Lupus Erythematosus (antiNuclear Antibody), theories, research and evaluative techniques.

Knowledge is required to evaluate and research diagnostic test methods, technologies, instrumentation and analyzers, to determine critical steps in developing and modifying test protocols and procedures, to train technologists, to troubleshoot tests and equipment, and to document research and evaluative projects. Knowledge is also applied in knowing what tests are required, what a disease's symptoms are, relating relevant patient history or previous test history to test results. Knowledge of chemistry composition, properties of substances, and the principles of reaction between various substances are required to make reagents and in proper handling and disposal of chemicals. Knowledge of microscope slide interpretation is applied in ANA testing where microscope slides are a mono cell layer and the interpretation relies on differentiating various aspects of the cells.

Knowledge is normally achieved through completion of Masters degree in a scientific discipline including theoretical study of research methodology.

#### **B. Level D**

Requires knowledge of the programs, services, policies, testing protocols and procedures of the Immunoserology Section of the Provincial Laboratory. Requires knowledge of the use, maintenance and calibration of automated and semi-automated diagnostic and testing equipment (instrumentation and analyzers), and the computerized data system. Requires knowledge of the Provincial Lab's health and safety regulations, policies

and procedures relating to staff, the public and the environment.

Knowledge of testing and equipment procedures is applied in overseeing and conducting a variety of immunoserology tests for Hepatitis A, B and C, Syphilis Serology, AntiNuclear Antibody and DNA, Extractable Nuclear Antigens, complement testing (C3, C4 and C1 esterase inhibitor), brucella serology, monotest, legionella serology, anti-streptolysin O testing, streptozyme, rheumatoid arthritis, CRP, Lyme Disease, Rubella IgG, and Thyroid Antibodies. Knowledge of policies and services is applied in ensuring confidentiality of patient's results, reporting test results to physicians and positive results which are of a public health concern to medical health officers. Knowledge of computer system is applied in parameter and file maintenance, and to operate analytical test equipment and to access and enter information on word processing, database or spreadsheet software. Knowledge of laboratory equipment maintenance procedures is applied in operating and maintaining equipment and analyzers. Health and safety knowledge is applied in establishing testing protocols, and in developing and monitoring handling/storage/disposal procedures and following up on incidents.

### **Factor 6 - Working Conditions**

#### **Overall Rating - 4A**

On average, spends 31.5 hours per week in conditions where there is contact/exposure to specimens containing potentially infectious organisms which are fatal or disabling (i.e., HIV, and Hepatitis B and C), and reagents, (e.g., acids, ether) containing noxious fumes, toxic, volatile, corrosive and poisonous substances which can cause respiratory disease, liver disease, carcinomas, severe burns. (4F)

On average, spends 3.3 hours per week in conditions involving contact/exposure to potentially infectious organisms which may result in long-term communicable disease (e.g., Herpes, Tuberculosis), exposure to gases built up from bodily fluids kept in a closed container, residue from fluid samples left on the counter and equipment, and reagents which can cause short term minor illnesses. (3B)

On average, spends 1.5 hours per week involving contact or exposure to organisms which may result in

short-term disease (e.g., Salmonella, Shigella, Adenovirus). (2A)

On average, spends 1 hour per week in conditions exposed to loud noise from testing equipment/analyzers and unpleasant odours. (1A)

of physical movement is a major consideration in activities such as pipetting, calibrating equipment and entering test results in computer. (2A)

On average, spends 1.5 hours per week in activities requiring neither speed nor accuracy of physical movement. (1A)

### **Factor 7 - Demand**

#### **Overall Rating - 5A**

On average, 31.5 hours per week are spent performing laboratory activities which may result in spillage causing self-contamination or cross-contamination, (e.g. destruction) of specimens, and constant periods of sitting while performing tests with little opportunity for movement when measuring serum specimens or reagents to conduct test procedures, adding reagents after specific time limits, or when calibrating equipment. (3E)

On average, 4.3 hours per week are spent standing or working in confined positions to perform, evaluating and monitoring testing activities where interruption interferes with completion of work to write, enter, and retrieve data on computer. (2A)

On average, 1.5 hours per week are spent walking when retrieving specimens and reagents, lifting items, (e.g., boxes of reagents, bottles of water, bleach, and emptying liquid waste from analyzers, storing boxes of requisitions and moving equipment for maintenance) weighing less than 8 kg. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 5A**

On average, spends 31.5 hours per week where speed (to limit exposure to, and risk of contamination of, serum specimens and reagents) and accuracy of physical movement are required in activities such as measuring and adding minute quantities of serum specimens or reagents, (e.g. to prevent spillage resulting in self-contamination or specimen contamination), staining and mounting slides, streaking specimens, setting up sensitivities, incubating specimens, and entering data into laboratory analyzers. (3E)

On average, spends 4.3 hours per week where accuracy

**EP; CD #229**  
**Conservation Officer**  
**North Battleford District, Operations**  
**Environment & Resource Management**  
**Occupational Code: RCOW**  
**Level 9**

**August 2015**

**Factor 1 - Problem Solving (3)**

Typical problems relate to resource protection and requests from the public and resource user groups for access to resources.

**Level 3**

Problems include:

1. Game rancher with an illegal animal on their farm.
2. Recurring late (after legal time) hunting in a particular area.
3. Complaint of treaty Indians night hunting on private land.
4. Three hunters stopped at a roadside inspection with 4 deer that are improperly tagged.

Solutions are achieved by:

1. Investigating where the animal came from, seizing evidence, taking statements from the game rancher, interpreting Acts and regulations to determine if a violation has occurred, and preparing documentation.
2. Considering local knowledge gained from patrols, past history of complaints; contacting Provincial Dispatch for sunset times; reviewing department policy with regards to grace periods; considering what method would be most effective to catch the violator (e.g., controlled wildlife model); determining the location to set the CWM for safety, manpower available, type of habitat and trails.
3. Obtaining statements from complainants, information from area residents, and physical evidence from the area involved (e.g., tracks, cut fences, carcasses, damaged crop), determining who owns the land and if treaty Indians have lawful access to the land, advising the complainant that the hunters have access and are exercising their treaty rights.
4. Collecting and analyzing evidence at the scene (e.g., deer, tags), recording verbal and written statements, interviewing suspects and witnesses, using forensic services of the Crime lab to determine who shot the deer, and laying charges.

**Level 4**

Less typical, problems relate to the investigation of violations of resource protection legislation (e.g., fisheries, wildlife, parks) such as a Turn in Poacher (TIPS) call from a landowner who heard a shot at night.

Solutions involve considering the time, season, location, and fastest way to respond; investigating the area for traffic, persons, activity or evidence related to the violation; gathering evidence and considering legislated authority and relevance and continuity of evidence; and

**Main Purpose**

Enforces environment and resource management legislation, educates and advises the public, and delivers programs as a conservation officer within the North Battleford District.

**Primary Responsibilities**

Provides case expertise, technical advice, and recommendations to regional and provincial department program branches regarding program delivery in the district.

Conducts enforcement activities related to departmental programs of fisheries, forestry, parks, lands, and wildlife covered by Federal and Provincial statutes.

Delivers public education programs, and maintains ongoing communications with first nations band councils and with RCMP, Canadian Wildlife Service and other provincial and state resource protection agencies.

Administers and implements the wildlife landowner assistance program in the district and supervises a waterfowl feeding station.

Completes annual fish stocking and fish enhancement projects, and inspects and licences private and commercial aquaculture. Inspects proposed shoreline alterations to determine effects on local fish populations.

Administers permits for hay harvest of wildlife development fund lands and vacant crown land and issues forest product field permits for fuelwood and christmas trees.

Responds to public concerns and media requests, coordinates maintenance of district equipment and provides input to the supervisor in the analysis and disposition of the budget.

drawing conclusions and implementing legal action if subject can be identified.

## **Factor 2 - Decision Making (5E)**

### **A. Level 5**

On a weekly basis, has authority to use discretion whether to enforce resource based legislation that has been/will be violated. Examples include laying charges, seizing equipment, arresting, or detaining individuals, approving or disapproving a farmers request to cut some native grass on Wildlife Development Fund Land (i.e., if it will improve the habitat and will have no detrimental effect). Such decisions are not subject to review until after the decision has been made.

### **Level 4**

Has authority to make decisions independently within existing regulations, policies, and protocols. The majority of these decisions are not reviewed and include: using discretion to not lay charges, seizing equipment, arresting or detaining individuals, issuing hay permits, designing and delivering presentations, determining investigative approach and surveillance of individuals, and determining when to request search warrants.

### **B. Level E**

Individual enforcement decisions protect the violator and members of the public in the immediate vicinity from possible injury. Examples of decisions include: stopping vehicles whose occupants have been discharging firearms from the vehicle and/or drinking, detaining hunters who were hunting too close to buildings, arresting violators, and seizing weapons. These situations occur weekly and involve irate or unruly members of the public who must be apprehended, including authority to use the force continuum (i.e., physical force) to detain the violator. This requires making an immediate assessment of the violator's behaviour to determine how much force will be necessary.

## **Factor 3 - Human Relations Skill (5C)**

### **A. Level 5**

Achieves consensus on such divisive issues as the utilization of land supporting a variety of resource users. For example, a thriving elk population creates conflicts and disagreements between local users due to the department supplementing a small local elk population in Meeting Lake pasture with a large number of

relocated elk. Conflicts /disagreements arise between The Department of Agriculture (e.g., conserving native grasses), First Nation hunters (e.g., rights under Treaty) sport hunters (e.g., access to land) and landowners (i.e., farmers, who experience financial hardship through depredation of crops) over hunting activities, vehicle damage to crops and confrontations over Treaty rights. Leads the groups to consensus and a plan for resolution by scheduling public discussions to identify issues and stakeholders and coaching stakeholders to select representatives. The agreed upon resolution balances all stakeholder interests and includes voluntary reduction of First Nation hunting quotas through regulation, and defined "no hunting" areas and times to accommodate agricultural practices and conservation needs.

Achieves consensus where changing agricultural practices (e.g., zero tillage, lack of summerfallow) and increases in recreational development and salinity in lake water have brought liquid sewage haulers, farmers and communities into conflict. The officer initiates a series of public meetings to jointly develop agreed upon community strategies to solve all stakeholders interests; explores options for parties including commitment of funds from members to lease summerfallowed farmland for sewage disposal on a rotational basis; leads stakeholders to form Association; identifies long term goal (i.e., Association purchase of alkali flat land) and coaches Association toward continuing capitalization of land purchase plan until long term solution is achieved.

### **Level 4**

Intervenes in disputes between other parties in emotionally charged situations where conflict has existed for numerous months or years and people are often reacting based on their emotions, perceptions, or biases rather than the facts (e.g., disputes between landowners or between hunters and landowners). Separates the parties, talks to them to restore calm and defuse the tension, and restore their self control; gathers the facts as presented by the parties and any evidence available; explains possible formal legal actions; and encourages the parties to reach agreement on a solution.

### **B. Level C**

Modifies and delivers seminars, courses, or professional development sessions to colleagues, government staff and the public in a variety of areas such as, pressure point control tactics (e.g., defensive training), use of force training, firearm safety courses, tactical driving, handgun and shotgun training, boat handling, fire suppression, and enforcement training. These involve grading, coaching and remedial training to enable course participants to achieve a passing mark.



After completion of investigations, writes detailed documentation (e.g., court briefs, court documents) providing evidence (e.g., DNA, forensic science) to support violations to the criminal code. For example, forensic science (i.e., laboratory testing) is used to match spent ammunition cases from the back of a truck to firearms discarded during a chase/seizure. Following precise rules of evidence, the court brief incorporates the laboratory results, other evidence (e.g., blood is matched from a kill site using DNA analysis to the accused), precise legal language and criminal code violation(s). The brief is presented to the Crown Prosecutor who may challenge the evidence/investigation.

#### **Level B**

Designs and delivers presentations as requested to various organizations (e.g., Scouts, Rural Crime Watch, Knights of Columbus, Park Boards, schools). Topics include general information about a specific wildlife species, legalities of night hunting, and explaining new fishing regulations. The job also delivers sections (i.e., conservation, laws, ethics, and management) of the Firearm Safety course to hunters. All conservation officers are expected through the course of their daily duties, to identify problems with program policies and recommend changes to program staff. In this capacity, the job provides case expertise, technical advice, and recommendations to regional and provincial department program branches regarding program delivery in the district.

#### **Factor 4 - Responsibility for Work of Others (3)**

##### **Level 3**

An historical pattern has been established that this position organizes, assigns and monitors duties of employees who normally report to a different supervisor (e.g., fire stream, park maintenance foreman, Service Bureau) every year when wildfires breakout.

#### **Factor 5 - Job Knowledge (4D)**

##### **A. Level 4**

Requires knowledge of the renewable resources and ecosystems within the province. This includes: anatomy, biology and taxonomy of fish and wildlife species; indigenous tree species and their diseases; design, layout, surveying and maintenance of parks; geography, geology and weather. This knowledge is required to protect natural resources from misuse and protect the environment from careless and intentional

abuse.

Requires knowledge of: due process in the legal system; interpretation of acts and regulations; legal documents for enforcement such as search warrants; information required to lay charges; methods of seizure and what can be seized in order to request a search warrant, and conducting a legal search without a warrant and laying charges.

Requires knowledge of human behaviour, self defense, cross-cultural interactions, interrogation and investigation techniques, and dealing with hostility, in order to safely defuse violent situations and conduct investigations.

Typically this knowledge is obtained through the completion of a renewable resources diploma.

##### **B. Level D**

Requires knowledge of all department programs related to fisheries, forestry, wildlife, lands and parks in order to administer department programs and conduct enforcement activities within the district. For example: completing annual fish stocking and fish enhancement projects; administering permits for hay harvest of wildlife development fund lands; making presentations to school groups; controlling and compensating deer depredation on bale stacks and field crops, controlling migratory bird damage in field crops, monitoring the operation of a waterfowl feeding station; conducting investigations; seizing evidence (e.g., fish, vehicle); issuing tickets; conducting patrols and road side inspections; and arresting offenders.

Requires knowledge of commercial harvesting and processing operations such as taxidermists, outfitters, pluckers, meat processors, and oil and gas exploration. This knowledge is applied in inspecting operations to ensure compliance with regulations.

Requires knowledge of local first nations band councils and provincial and state resource protection agencies such as RCMP, and the Canadian Wildlife Service in order to share information related to resource protection and enforcement.

Requires knowledge of the operation of CVA's, radios, cameras, spotting scopes, metal detectors, firefighting equipment, office equipment, shotguns and handcuffs.

Requires knowledge of the operation, maintenance and repair of a variety of equipment required in fieldwork (e.g., radios, boats, ATV's, snowmobiles). Maintenance and repairs include lubricating the drive shaft, checking

plugs, changing oil/filters, completing fall and spring services, changing and adjusting minor parts such as hoses, valves, and igniters. Major repairs are sent to the shop.

On average, 23 hours per week are spent lifting weights between 8 and 18 kgs., operating the radios and enforcement vehicles while on patrol, skinning and processing wildlife and fish for evidence, and interacting with rude and impolite individuals. (2D)

### **Factor 6 - Working Conditions**

#### **Overall Rating - 2A**

On average, 2 hours per week are spent operating a vehicle in high speed pursuits, icy road conditions or at night with no lights, directly intervening with individuals exhibiting angry and hostile behaviour (e.g., hunters caught hunting illegally, drunk drivers), and working in extreme temperatures and dense smoke. (5A)

On average, 4 hours per week are spent interacting with angry and hostile hunters (i.e., who are threatening physical harm) when conducting enforcement patrols, controlling dangerous animals (e.g., tranquilizing, caging) that have wandered into a public area and working with explosives and tranquilizer drugs. (4B)

On average, 20.3 hours per week are spent operating a vehicle off road or in adverse weather, skinning and processing dead and/or diseased fish and wildlife, working in close proximity to wildlife such as big and small game, birds and fish, and operating traps and scare cannons. (3D)

On average, 3 hours per week are spent interacting with impolite, rude or angry clients (e.g., individuals who do not want to pay required permit fees or who disagree with department policies or legislation), and exposed to eyestrain from the sun/glare while on patrol. (2B)

On average, 7 hours per week are spent operating a vehicle in good road conditions, in contact with oil/grease, blowing dust, rain/dampness and unpleasant odours. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 3A**

On average, 4 hours per week are spent working with hostile and/or drunk individuals or groups, lifting equipment and animals in excess of 18 kgs., using firearms, batons, pepper spray and operating vehicles, trucks, boats and ATV's in emergency situations. (3A)

On average, 10.3 hours per week are spent operating a vehicle in good conditions, sitting at a desk, walking intermittently, walking up stairs and lifting materials and equipment not exceeding 8 kgs. (1B)

### **Factor 8 - Coordination**

#### **Overall Rating - 4A**

On average, 8 hours per week are spent performing activities where speed and accuracy of physical movement are required including firearms training and use, handcuffs, batons, and pepper spray, and operating vehicles, trucks, boats, and ATV's in emergency situations. (3B)

On average, 23 hours per week are spent performing tasks where accuracy of physical movement is required including operating radios, vehicles, trucks, boats, and ATV's, and skinning and processing wildlife and fish for evidence. (2D)

On average, 6.3 hours per week are spent performing activities where neither speed nor accuracy of physical movement is a primary consideration. (1A)

EP; CD #232  
Fire Prevention Officer  
Fire Commissioner's Office  
Municipal Government  
Occupational Code: RFPW  
Level 9

December 2009

### Main Purpose

Provides information, education, and advisory services to communities, fire departments, and emergency service organizations on protection and fire prevention.

### Primary Responsibilities

Advises municipal officials on fire prevention and protection requirements, including risk assessment and risk management, liability issues, and fire service organization and administration.

Develops and conducts education programs, campaigns and materials on fire prevention, fire protection, fire safety, and equipment use.

Investigates fires to determine cause and circumstances, particularly in cases of injury, loss of life, major property loss, or suspicious situations.

Provides training and instruction on fire fighting techniques, fire investigation and fire prevention to paid and volunteer fire fighters.

Conducts fire prevention activities, such as inspecting buildings, reviewing building plans for conformance to code requirements, advising architects, engineers, contractors, and owners on code requirements and fire safety measures, and conducting special investigations of situations presenting hazards, such as underground fuel leaks, storage and transport of flammable goods.

### Factor 1 - Problem Solving (4)

Problems relate to providing consultative and advisory services on the range of fire prevention and protection requirements (e.g., education, training, enforcement, investigations).

#### **Level 4**

Problems typically include:

1. Fire department survey of rural municipality reveals several deficiencies and dangers affecting the public.
2. The cause of a fire has to be determined that

claimed the life of a young child in circumstances where no adult was around to provide information or corroboration.

3. Complaints received (from public, municipal officials, insurance company representative, anonymous tips) about the lack of fire safety in public buildings of the community (e.g., schools, hospitals, special care homes, hotels, theatres, cinemas, public halls, churches, sport facilities, industrial plants).
4. Deputy Fire Chief requests assistance in confirming the accuracy of inspection reports related to the building plans of a new housing complex, particularly as numerous infractions have been found.

Solutions are achieved by:

1. Inspecting, assessing, and advising on all conditions and requirements of fire protection services, as established by provincial legislation or national standards, including those related to: equipment, such as sprinkler and water distribution systems; training programs for fire fighters; organizational set-up (travel time for volunteers, reporting structure, record keeping); risk assessment and management considerations (by-laws in place, agreements for extended service with other municipalities, liability, and insurance); legal aspects (community expectations of services and standards of care); hazard potential in community. Writing reports on findings and discussing with elected officials to develop rectification plan and time frame; identifying implications for the municipality in terms of financing, training, infrastructure, such as water systems, equipment, fire trucks; as well as identifying and authorizing variances to codes and standards in consideration of public safety.
2. Investigating circumstances, documenting findings in reports, and presenting evidence in judicial forums if necessary. Investigations include: ensuring security/safety of site and evidence; exchanging information with police and insurance officials, as well as gas and electrical inspectors if required; considering area and point of origin, mechanical and electrical faults, smoke/heat/burn patterns inside and outside premises, odours and melted products, habits of occupants, history of owners, financial and insurance status; questioning parents, neighbours, witnesses, and survivors. Determining cause of fire based on findings.
3. Confirming the nature of the complaint and determining the basis and accuracy of the facts: researching history of the building(s), such as inspection reports, file photographs, floor plans,

fire reports. Discussing the complaint with local officials (fire chief, municipal councillors, mayor) and contacting building owners to verify conditions of building(s). Advising local officials responsible for fire safety on the codes to be met and on their strategy to conduct inspections, gain compliance, and enforce safety. If situation is not resolved, issuing orders for rectification and following-up for compliance. Collecting and documenting information in the event of an appeal to the Fire Commissioner.

4. Reviewing plans for conformance to established safety codes, and reviewing inspection reports to ensure all infractions have been noted. Identifying mis-interpretations or oversights of local inspecting officials to confirm/correct the inspection findings. Developing plan with and advising Deputy Fire Chief of approach to architects, builders, and owners for resolving infractions and reducing violations in the future, such as increasing information and knowledge on fire safety and building codes. Similarly, proposing a plan to improve the performance of inspectors, such as additional training.

### **Factor 2 - Decision Making (5D)**

#### **A. Level 5**

On a weekly basis, issues, or advises on the issuance of, compliance orders that are not consistent with, or exceed, established legislation and codes in consideration of public safety (e.g., sprinkler system is ordered in a wooden building that would normally be exempted by code but there is no fire department in the town). Such decisions relate to the case at hand and are documented/discussed with the Fire Commissioner after the fact. Closure of buildings is referred to the Fire Commissioner for approval, except in emergencies.

#### **Level 4**

Makes decisions based on the interpretation and application of the legislation and codes to the situation. Such decisions are made on-site and independent of the supervisor, and include: extent and details of conducting fire protection surveys and conclusions on requirements and risk liabilities; cause and origin of fires; ordering of remedial actions to rectify hazardous situations; and allowable variances that meet the intent of safety codes.

#### **B. Level D**

Makes decisions daily on conditions that have a direct affect on the safety of people who inhabit, work in, or use public facilities; and on owners who are ordered to

rectify infractions (e.g., installation of fire protection system). Further, based on risk analysis decisions, municipalities must upgrade equipment and fire fighter training to meet standards so as to assure fire safety systems are in place to protect all residents of that locale.

Makes decisions twice a month for immediate action to prevent or stop hazardous situations (e.g., immediate closure or evacuation of buildings or stopping work). Bi-annual training of inexperienced fire fighters in controlled burn situations puts all participants at risk and immediate action is required to prevent injury.

### **Factor 3 - Human Relations Skill (3D)**

#### **A. Level 3**

Provides explanations and interpretations to municipal/fire officials, owners, builders, and designers regarding the codes and construction/repair changes necessary to meet safety conditions. Such authority may be resented, resisted or refuted because of the costs and inconvenience involved, and clarity and technical arguments are required to gain understanding and compliance. Municipal governments may not be aware of code changes, implications of hazardous situations, or questions of liability, and require advice and persuasion to ensure safety and authorize expenditures. Presents and defends conclusions reached when conducting fire investigations, and attendance in judicial forums (internal appeal processes, court, insurance fraud enquiries) is required to present evidence.

During investigations, calms traumatized survivors and witnesses and their distress must be appreciated throughout the questioning. When conflicting testimony arises, the facts have to be determined through questioning and challenging/corroborating statements.

#### **B. Level D**

Designs and delivers courses for paid and volunteer fire brigades and police personnel. The content includes fire prevention, investigations, and operations to influence effectiveness of participants, and practical demonstrations utilizing a range of fire fighting equipment and gear (e.g., simulation of electrical, flammable, explosive fire conditions). Assesses skills of the participants, determines training needs and priorities, establishes time frames and result expectations. This includes training trainers of paid and volunteer fire fighting units; evaluating training of paid fire departments; conducting and assessing examinations for fire fighters; and certifying fire fighters and officers.

**Factor 4 - Responsibility for Work of Others (2)****Level 2**

Occasional shared supervision of new employees on specific projects, as well as supervision and direction of teams of between 6 and 25 people assigned to investigate fires, including volunteer fire fighters. This involves assigning, organizing and prioritizing their work and ensuring goals, objectives, and quality and quantity standards are met.

**Level 1**

Proofreads reports and training materials typed by others.

**Factor 5 - Job Knowledge (5D)****A. Level 5**

Requires knowledge of: firefighting and related occupational standards, including organization of services, communications and alarms, fire behaviour, fire protection equipment, control and suppression, emergency medical care and rescue, response to hazardous materials; architectural, structural, mechanical and electrical aspects of buildings and adjacent spaces and the fire safety aspects of the design, construction, maintenance, use, and operation; activities in commercial, industrial, service and public sectors and the potential for danger, in order to advise on and inspect for safety measures.

Requires knowledge of: fire fighter training, instructional planning, curriculum development, learning methods, materials, and testing for the purpose of designing training activities and developing trainers: fire investigation, including scene examination and documentation, evidence collection and preservation, interviewing and interrogation techniques, and presentation of evidence in order to conduct investigations and serve as an expert witness in judicial forums.

Requires knowledge of the systems for the delivery of fire prevention, education, inspection and protection services, including organizational structure, planning, administration and budget, community and public relations, communications, information management, governance, and human resources management in order to develop/advise on municipal fire fighting operations. Knowledge is acquired through completion of the successive levels of the professional performance

standards established by the National Fire Protection Association for: fire fighter; fire officer; fire inspector; fire investigator, and fire service instructor. Each level requires at least one year of theoretical or formal training and the completion of all levels is considered as an advanced diploma.

**B. Level D**

Requires knowledge of provincial legislation, codes and ordinances related to protection from fire and prevention of loss by fire, and the intent of such standards, so as to enforce safety conditions in the design, construction and operational use of a range of buildings (e.g., assembly, institutional, medical, education, industrial, business and personal service). Requires knowledge of the policies and precedents of the Fire Commissioner's Office to determine and authorize variances to meet safety concerns and the intent of standards to ensure protection and defend orders through the appeal process. Requires knowledge of the structure of municipal government (e.g., authorities, liabilities, and revenue), and of the operations, finances, equipment, skill levels, and community facilities and needs in order to advise municipal councils and paid/volunteer fire fighters on organizing, managing, financing, and training.

Requires knowledge of training needs of various participants, such as police college, fire departments, and insurance officials to develop and deliver curriculum and materials. Requires knowledge of the changing role, technologies, and techniques of fire fighting and fire prevention in order to anticipate training needs.

**Factor 6 - Working Conditions****Overall Rating - 2A**

On average, spends 8 hours per week conducting investigations at fire sites with exposure to fire and smoke with possibility of toxic or dangerous gases and hazardous chemicals; entering structures in ruin or partial collapse with possibility that fire may rekindle; entering structures on fire in company of untrained fire fighters; hot smoky atmosphere at training or fire sites; burn hazard of hot objects; conducting training on ladders and inspecting on roofs over 20 feet in height; exposure to unknown body fluids when recovering victims of fires. (4C)

On average, spends 1 hour per week driving in poor weather conditions to investigation and training sites. (3A)

On average, spends 8 hours per week, exposed to conditions such as accumulated dirt and debris of crawl spaces and attics, noises (below 85 decibels) and obstacles at construction sites, operating fire fighting equipment such as trucks, high pressure nozzles. Interacting with rude/impolite people who object to compliance orders. (2C)

On average, spends 13 hours per week driving in good weather, walking on wet floors when training on fire fighting equipment, and keyboarding/writing reports. (1C)

physical movement to move carefully throughout fire sites so as not to destroy evidence, to demonstrate evacuation and fire fighting techniques, to keyboard/write reports and make drawings for recording deficiencies or accidents, and when driving. (2B)

Neither speed nor accuracy of physical movement is a major consideration for the remaining 26.3 hours. (1D)

### **Factor 7 - Demand**

#### **Overall Rating - 2A**

On average, 4 hours per week participates with fire fighters in training drills, wearing heavy protective clothing, enduring hot temperatures of fire sites, carrying people to demonstrate evacuation procedures, and lifts debris over 18 kgs. at fire investigations. (3A)

On average, 15 hours per week completes compliance/investigation reports that may be used in court proceedings; designs materials and conducts training and educational presentations to a range of audiences (e.g., hospital workers, school children, volunteer fire fighters); reviews and approves building plans; and interviews witnesses during investigations; presents and discusses fire risk surveys with municipal councils and makes presentations in appeals and court hearings; climbs ladders of fire trucks, lifts fire fighting equipment and tools from 8 up to 18 kgs. (e.g., self-contained breathing apparatus), and crawls through crawl spaces, attics, and basements. (2B)

On average, 18.3 hours per week walks throughout buildings, stands in training situations, and drives throughout the assigned area. (1C)

### **Factor 8 - Coordination**

#### **Overall Rating - 2A**

On average, 1 hour per week requires speed and accuracy of physical movement during training exercises to ensure volunteers are not hurt (e.g., live burn simulations). (3A)

On average, 10 hours per week requires accuracy of

EP; CD #233

December 2009

**Occupational Health Officer**  
**Occupational Health and Safety Division**  
**Labour**  
**Occupational Code: ROHW**  
**Level 10**

### Main Purpose

Promotes and maintains the physical, mental and social well being of workers by enforcing occupational health and safety and related legislation. Works within an assigned rural and urban region conducting inspections and investigating complaints and accidents in the workplace.

### Primary Responsibilities

Conducts general inspections of all workplaces within an assigned geographical region to ensure health and safety standards are being met. Includes conducting workplace environmental tests such as air quality/noise/heat/ ventilation rates.

Investigates workplace health and safety complaints such as work refusals, discriminatory action, harassment, serious incidents, and serious/fatal accidents. Documents and writes reports on all inspections and investigations.

Analyzes physical evidence, past history of violations, written statements and related legislation in relation to specific cases.

Enforces occupational health and safety legislation by serving notices of contravention to employers for necessary remedial action. Monitors progress of action to be taken by employers.

Adapts and conducts presentations and training programs to workplace Occupational Health and Safety Committees, unions, workers, associations, and special interest groups.

### Factor 1 - Problem Solving (4)

Problems relate to resolving workplace health and safety issues and enforcing applicable legislation.

#### **Level 4**

Examples of problems include:

1. Fatalities at work sites where the cause of an accident is unclear (e.g., crane falling,

- electrocution, worker falling from scaffold).
2. Business is financially unable to perform remedial action required (e.g., replacing a complete ventilation system in a welding or paint shop).
3. Rubber gloves supplied by employer of a health care facility do not fit and they tear very easily. There is no set guideline in the province for determining the acceptable glove type.
4. Equipment (e.g., tower crane, fork lift, back hoe) is viewed by workers to be in poor repair and the employer will not fix it;

Solutions are achieved by:

1. Analysing the physical evidence to determine the cause of accident (e.g., inspecting the area of the accident and taking pictures or sketches, reviewing suppliers or manufacturer's publications, consulting with engineers). The credibility of witnesses must be accessed and statements are taken to determine whether the employer was negligent in applying safety standards or equipment was faulty.
2. Determining if prosecution is advisable based on evidence available, interpreting health and safety legislation, CSA standards to determine corrective action required of the employer (e.g., establish new safety standards in use of equipment, fix or replace crane). Inspecting the ventilation system currently in existence, assessing the deficiencies and obtaining expertise from hygiene specialist. If required, explore and identify alternate ways for the employer to correct the problem (e.g., adapt or modify the existing ventilation system or strategically place fans in higher risk areas to reduce health risk to workers).
3. Researching and assessing other guidelines available (e.g., Canadian General Standards Board guidelines on examination gloves, International Standards Organization on surgical gloves and the Bureau of Radiation); determining which types of gloves would be acceptable and enforcing the decision.
4. Inspecting equipment, issuing stop work orders, ordering the employer to fix equipment, obtaining, reviewing and analysing manufacturer specifications and approving for use.

### Factor 2 - Decision Making (6E)

#### **A. Level 6**

Make decisions by determining the intent of Acts, Regulations and policies. Applies "standards of reasonableness" to resolve unsafe worksite problems and has authority to make decisions outside of policies and standards. The majority are not reviewed and include

determining the extent to which an employer must replace and/or modify equipment (i.e., what is reasonable); initiating visits at worksites; shutting down a work-site; seizing evidence from work premises. Writes reports outlining the investigation that transpired and the resulting decisions and places reports on file or circulates to other officers with the intent that this decision be used in future similar cases.

**B. Level E**

The job exists to eliminate physical, mental and social threat to workers in the workplace. Potential workplace accidents and threat to others are present daily (e.g., malfunctioning equipment on construction or other work-sites and employees working in hazardous working environments causing accidents, fatalities or health problems). These threats to employees at the work-sites require corrective action on a weekly basis where situations are volatile [e.g., order the employer to fix malfunctioning equipment, order work-site closure (e.g., high voltage electrical line is endangering workers), order use of approved protective equipment].

**Factor 3 - Human Relations Skill (4C)**

**A. Level 4**

Conflict arises when conducting investigations and ordering remedial action. Investigations range from random inspections to workplace fatalities and workplace harassment allegations. Particularly the fatality and harassment situations require long-term involvement. For example, the parents of a worker killed on the job demand that the employer be prosecuted, employees feel the accident was the fault of the employer, female workers being harassed until they quit and Occupational Health Committee members are in disagreement with the findings of an investigation.

Situations are often emotionally charged requiring defusing the immediate situation and calming individuals. During the course of the investigation, persuades parties to co-operate and mediates between the employer, the accused, the victim and other witnesses to ensure the investigation is carried out in an appropriate manner. Investigations include explanations to the parties regarding acceptable behaviour, requirements to remedy the problem and how further incidents can be avoided (e.g., employer/accused must cease discrimination/harassment and reinstate worker, employer must fix the equipment or ensure safety standards, employer must protective wear or methods of doing work.)

**B. Level C**

Verbal, written and listening skills are required to assess and evaluate job sites, blue prints, architectural plans and schematic diagrams. If violations are discovered notices of contravention are completed on technical issues that include specific requirements on what must be done to correct the problem (i.e., changes to ventilation system and structural components). Industry professionals (electricians, carpenters, architects, and general contractors) must fully comprehend this information and may challenge the validity of the contravention.

**Level B**

Adapts and delivers training programs to a variety of target groups (e.g., Occupational Health Committees, workers, unions, general public, government organizations) on health and safety issues. Issues include: what makes particular working conditions or work practices unsafe and how to correct them; changes to legislation; first aid; and how to use equipment. Every workplace visit involves some training of management and workers.

**Factor 4 - Responsibility for Work of Others (1)**

**Level 1**

Assigns own work (e.g., typing reports, notices of contravention) to a support staff member. Checks this work for accuracy and completeness.

**Factor 5 - Job Knowledge (5E)**

**A. Level 5**

Requires knowledge related to the physical, mental and social well being of workers (i.e., occupational health and safety issues). This includes the causes and implications of workplace fatalities, harassment/discrimination, workplace hygiene and ergonomics (e.g., air quality and workstation arrangements), equipment and tool operation/fabrication, and building systems (e.g., electrical, ventilation).

**Level 4**

Requires knowledge of investigation techniques in order to obtain information from witnesses, employers, employees, and business records; conduct equipment inspections; identify health and safety violations in the workplace; and enforce resulting decisions.



**B. Level E**

Requires knowledge of the *Occupational Health and Safety Act* and the department's Occupational Health and Safety program. Requires knowledge of all workplace environments including road and building construction sites, government departments, oil and gas fields, hospitals/extended care institutions, policing agencies, provincial commercial trucking practices and correctional centres. Requires knowledge of occupational work practices, procedures, air quality and ergonomics in major industries such as hospitality, manufacturing, electrical, forestry, automotive, farming, retail and mining.

Knowledge is applied by assessing the due diligence of employers and employee with regards to work place safety. Workplace safety issues range from harassment and discrimination to unsafe work procedures and fatal accidents. These types of issues are addressed through formal investigations and onsite inspections and can result in charges being laid or shutting down the work – site.

Requires knowledge of all equipment used in workplaces (e.g., personnel protective equipment and clothing, cranes, powered mobiles, safety mechanisms, hoists, scaffolds, boilers, vehicles, hand tools, sawmills) in order to approve for use according to CSA standards and advise businesses on requirements.

Requires knowledge of the judicial system, enforcement, rules of evidence and admissibility of evidence in court to prepare background information and statements for court.

Knowledge is applied training on the application of all safety regulations, investigating fatal/serious accidents (e.g., obtain search warrants, seizing evidence, laying charges), advising on the safe use of equipment and proposed changes to safety related legislation.

Knowledge is applied through providing advice and guidance to Occupational Health and Safety Committees on all health and safety issues.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, spends .5 hour per week interacting with individuals who pose a direct physical threat when enforcing legislation in isolated work sites (e.g., client throws a punch or greets the job with a crowbar). (5A)

On average, spends 8.5 hours a week inspecting moving machinery; inspecting places with noxious fumes (e.g., oil and gas production facilities with H2S), toxic/volatile substances and explosive atmospheres (e.g., chemical plant), and excavation sites. (4C)

On average, spends 16 hours a week inspecting tunnels, oilrigs or construction sites and travelling in adverse weather while conducting investigations. (3D)

On average, spends 2.3 hours a week in contact with impolite/angry clients while enforcing legislation. (2B)

On average, spends 10 hours a week in contact with oil/grease/dust, exposed to unpleasant odours, biological substances and dampness while inspecting worksites and driving in good conditions. (1C)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 1 hour per week enforcing regulations to threatening individuals in isolated work sites and reading the Charter of rights to hostile individuals. (3A)

On average, spends 20 hours per week conducting inspections of equipment and work sites and recording statements from witnesses, explaining legislation to rude and impolite people and lifting equipment/machinery weighing between 8 and 18 kg. (2C)

On average, spends 17 hours per week sitting while writing reports and talking to clients, lifting monitoring equipment weighing up to 8 kg, performing inspection or office related activities requiring incidental walking, standing, and lifting. (1C)

**Factor 8 - Coordination**

**Overall Rating - 4A**

Spends 31 hours per week typing reports climbing scaffolds in trenches and excavations, ladders on derricks on drilling or service rigs, taking photographs; making sketches of accident scenes and using monitoring equipment. (2E)

Spends 6.3 hours per week performing activities requiring neither speed nor accuracy of movement. (1A)

**EP; CD #235** **December 2009**  
**Student Loan Collections Officer**  
**Loans Management and Collections**  
**Post-Secondary Education and Skills Training**  
**Occupational Code: RSLW**  
**Level 6**

**Main Purpose**

Investigates clients who have defaulted on their Saskatchewan student loan.

**Primary Responsibilities**

Contacts clients to negotiate or establish a reasonable repayment arrangement and follows up on breached repayment arrangements.

Responds to client inquiries regarding defaulted student loans. Provides loans collection advice to other branch employees.

Refers files to private collection agencies when efforts for loan repayment have been exhausted.

Conducts information searches to determine client whereabouts.

**Factor 1 - Problem Solving ( 3 )**

Problems relate to clients not meeting loan repayment arrangements.

**Level 3**

Problems typically include:

1. Unreasonable payment arrangements proposed by client.
2. Client/next of kin disputing outstanding balances.
3. Client inability to make payments (e.g., incarceration, unforeseen expenses).
4. Attempts to collect defaulted loan have failed.

Solutions are achieved by:

1. Reviewing client proposal, gathering additional client financial information, and negotiating a repayment arrangement which is consistent with repayment plans of other clients, and considering client's employment and other income, debt, allowable expenses and consistency of loan payments.
2. Reviewing the client's file, determining amount of money borrowed, type of grants available to them

and if they have used those grants, payments made on the loan, explaining how the balance was calculated, sending client an account statement detailing and verifying negotiated loans.

3. Clarifying the client's financial situation or seeking written proof of circumstances (e.g., a letter from correctional institution), determining eligibility for repayment benefits and determining a different repayment arrangement based on client situation.
4. Reviewing the client's loan and repayment history, analysing the sequence of events such as has the client been sent written warning on the implications of non-compliance, and determining if client has extenuating circumstances which allow an extension of the due date, and determining appropriate time to refer client file to collection agency.

**Level 2**

Problems include:

1. Unable to locate clients.

Solutions are achieved by:

1. Reviewing the client's file for documentation of next of kin, previous employers and financial institutions, contacting other government agencies (e.g., Revenue Canada, Vital Statistics), determining how much time to spend locating a client given work backlog and loan balance owing, and contacting client to arrange repayment.

**Factor 2 - Decision Making ( 5C )**

**A. Level 5**

On a weekly basis, makes decisions outside policy on a case by case basis, such as: bringing a file back from the collection agency in extenuating circumstances or approving further benefits even though an account is in arrears.

**Level 4**

Makes decisions within Student Financial Assistance Program guidelines where the majority are not reviewed. These include: determining client eligibility for benefits; approving client-specific repayment arrangements; determining the method for investigating specific files; deciding how closely and at what times to monitor a loan account; determining method of locating clients; approaches to use when contacting clients for loan repayment (e.g., when to be forceful and when to be accommodating).

**B. Level C**

Financial loss to the government occurs when student loans are not repaid. Corrective decisions involve authorizing new terms (e.g., time lines, methods and payment amounts) of loan repayment arrangements, which reduce the overall client debt to the government. These decisions occur daily.

**Factor 3 - Human Relations Skill ( 3B )****A. Level 3**

Negotiates loan repayment arrangements with clients who cannot pay (e.g., due to incarceration, living outside the country, cannot find work, medical problems) or who refuse to pay for a reason such as disagreement with calculation of debt balance. Convinces clients to repay student loan debt. Reviews documented information with clients, questions nature of clients' inability or refusal to pay, explains the procedures of the department and the government's right to collect on outstanding debts, and advises clients of consequences of non-compliance with repayment arrangements (e.g., referral to a collection agency, negative impact on credit rating). Defends their decisions to refer clients' files to a collection agency. Ongoing conflict situations arise since client files received by Collections are already three payments in arrears. Files remain in collections for periods up to 1 year and more.

**B. Level B**

Provides information, through written correspondence, regarding provincial student loan programs, policies, rules, procedures and repayment options, to lawyers, clients, next-of-kin and collection agencies for the understanding of obligations and rights of all parties throughout the repayment process.

**Level A**

Provides advice to other Branch employees (e.g., Interest Relief, Assessment, Student Aid Consultants, etc.) regarding provincial government student loans collections policies and processes, as well as procedures used by private collection agencies, as they apply to individual client situations.

**Factor 4 - Responsibility for Work of Others ( 2 )****Level 2**

Before collection action can be taken, ensures that appropriate actions have been taken and accurately documented. If errors on files are found, (e.g., interest

calculations, information not entered into the system, required documentation not on file), has the authority to have the error corrected by the unit responsible for the work, and follows up to ensure corrections have been made.

**Factor 5 - Job Knowledge ( 3C )****A. Level 3**

Knowledge of debt collection, research and investigative methods and techniques (e.g., information gathering, approaches to take when persuading individuals to pay debts, interviewing/questioning) is required to determine client whereabouts, and gather information on and from clients to analyze client financial situation and determine its validity.

**Level 2**

Knowledge of grammar and word usage is required to write case history reports and letters to clients, lawyers, or client's next of kin, which explain benefits available to clients, repayment options and arrangements, and notification or reasons for actions taken (e.g., referral to collections agency).

Requires knowledge of the operation of database, word processing and electronic mail software packages to enter and obtain data (e.g., student loan account figures, file progress notes, etc.)

**B. Level C**

Requires knowledge of student loan collection and financial procedures (e.g., rates of interest, balances owing, interest accrual, automatic account debit option), and the Interest Relief, Remission/Forgiveness, and Repayment Postponement Plans within the Student Financial Assistance Program. Knowledge is applied in providing information regarding loan account status, advising clients and other staff on repayment options and procedures, establishing repayment arrangements, re-evaluating client situation and student loan history, determining eligibility for various grants, benefits and interest exemption, and calculating current and future interest charges and implications of not fulfilling repayment arrangements.

Requires knowledge of the authority, roles, restrictions of collection agencies when referring a client's file to a collection agency. Requires knowledge of what information may be released about a client's file, and to whom and what authorization is required. Requires knowledge of when the department is no longer in a legal position to pursue collection. Knowledge of the

rules of bankruptcy and orderly payment of debt is required to decide when to cease seeking repayment from clients.

Requires knowledge of the Student Financial Assistance computer system to enter, retrieve, and query personal and loan account information.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 2A**

On average, 1.5 hours per week interacts with clients who are threatening physical injury when reviewing/discussing their loan account, arranging a repayment schedule and discussing reasons for referring their account to a private collection agency. (4A)

On average, spends 25 hours per entering/retrieving data, and writing and formatting correspondence. (3E)

On average, spends 9 hours per week interacting with rude/impolite clients, families, etc. (2C)

On average, spends 1 hour per week in an open office environment with background noise which is below 85 decibels where there is an opportunity to remove oneself. (1A)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, 8 hours per week interacts with hostile individuals (e.g., clients and/or their families) when discussing repayment arrangements. (3B)

On average, 29.5 hours per week calculates loan accounts (e.g., interest charges, loan repayment amounts, benefit eligibility), enters and retrieves data, wordprocesses letters to clients, lawyers, collection agencies, etc. and discusses loan accounts with people who are rude, impolite, or require support. (2D)

On average, 1.3 hours per week photocopies and faxes material and responds to routine inquiries on the telephone. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

On average, 29 hours per week requires accuracy of physical movement when keyboarding (e.g., to access, enter, obtain and correct data), preparing correspondence by hand or on the computer, and operating a calculator. (2D)

On average, 8.3 hours per week neither accuracy nor speed of physical movement is of major consideration. (1B)

**EP; CD #236**  
**Transport Investigator**  
**Transport Compliance Branch**  
**Highways and Transportation**  
**Occupational Code: RHTX**  
**Level 8**

**November 2009**

operating authorities; route viability, law interpretation and court proceedings. Problems are often those too extensive, or difficult for a uniformed district manager.

### **Main Purpose**

Conducts investigative and research projects, provides advice, training and performs enforcement related to transportation and traffic laws in one half of the province. Audits carrier records for compliance with provincial, federal and interprovincial and international legislation and agreements.

### **Primary Responsibilities**

Conducts investigations based on complaints and concerns related to the enforcement of highway traffic law, which includes investigation of uniformed highway traffic officers, as well as providing them with interpretive support and advice to achieve consistent applications of laws, agreements and policies.

Conducts audits and investigations on carriers (truck and bus companies) both in and out of province to ensure compliance with laws, agreements and policies on such things as: National Safety Codes, carrier record keeping, driver reporting regulations, insurance, licensing and international agreements. Examines records, interviews personnel including senior management, analyzes the information and requires compliance, or lays charges. Has the authority to shut down a carrier's operation in the province.

Monitors motor carrier service to ensure legislation, policies and agreements are adequate. Analyzes the transportation needs in areas of the province to determine the adequacy and viability of transportation of merchandise and passengers.

Performs a resource person role for all levels of department and other law enforcement agencies, boards, departments, Crown corporations, transport companies and the public. Researches, interprets and makes recommendations on particular laws, agreements, board rulings and policies.

### **Factor 1 - Problem Solving (4)**

Problems relate to the transportation of people, goods and the provision of transportation services; quality of bookkeeping and record-keeping; proper insurance;

### **Level 4**

Problems include:

1. Continuing lack of ability to control the hours of service regulations because of "sleeper berths" in trucks.
2. A person who purchased an automobile from a dealer complains that the vehicle has previously been in an accident and now does not meet safety requirements.

Solutions are achieved by:

1. Evaluating the extent of the problem, the number of truckers, companies and customers affected and how they are affected. Considerations are also given cost, viability of solutions and the safety of the motoring public. Surveying other provinces and states to find out how they handle the problem. Consideration is given to inter-provincial and international legislation and agreements. Writing proposed legislation and policy including alternatives, effects and recommendations.
2. Interviewing the owner, the mechanic who found the fault and the dealer. Tracing the automobile to "out of province"; finding that the automobile was written-off in another province and not safely inspected after repair. Checking other vehicles written-off in other provinces and finding some of these automobiles at this dealer in Saskatchewan, without safety checks. Suspending the dealer's license and laying charges. Developing a system for checking on vehicles brought into the province for their history and safety.

### **Level 3**

Problems include:

1. Theft of goods being transported.
2. Contradictory legislation and agreements (e.g., the Commercial Vehicle Safety Alliance agreement is different than provincial law).

Solutions are achieved by:

1. Investigating by checking records and books, inspecting physical evidence and arranging for necessary laboratory tests conducted on blood or material samples, conducting interviews with the owner of the goods, truckers, warehouse personnel, company officials and witnesses, insurance agents, other police agencies and their records, analysing

and writing a report on the findings, laying charges against the perpetrator and appearing as a crown witness as required.

2. Researching history, rationale, past-precedent, analysing intent, where the vehicle is travelling to and from, and making a decision as to enforcement of the most appropriate laws or agreements.

## **Factor 2 - Decision Making (5E)**

### **A. Level 5**

Makes weekly decisions that are outside policies, regulations and past precedents such as allowing a violating company to continue operations. These decisions are reviewed after they are made. Examples: Allowing a company to continue operating for a specified time until they can obtain appropriate cargo insurance; allowing a company to deliver goods without proper ownership or import documents, requiring them to be brought in at a future date.

### **Level 4**

Makes decisions within policies and legislation related to ensuring the legal operation of provincial, interprovincial and international truck and bus carriers such as, determining whether to arrest, lay charges, impound vehicles and goods. The majority of these decisions are not reviewed.

### **B. Level E**

Makes decisions to arrest dangerous persons, impound dangerous goods, or remove unsafe equipment from service stopping the operation of a truck and of a bus company for the safety of drivers, bus passengers and highway users on a weekly basis.

## **Factor 3 - Human Relations Skill (3C)**

### **A. Level 3**

Mediates disputes between: trucking companies over route authority, or authority to carry certain goods; municipalities or the public and truckers on dangerous goods hauling; carrier, goods owner and insurance companies on insurance claims; school bus companies and municipalities and trucking companies on use of municipal roads, haul routes, insurance and cost sharing on road repairs; trucking companies, the public and municipal governments on road closures. Required to explain legislation to lawyers and prosecutors.

Must defuse aggressive behaviour, particularly when individuals are caught double bookkeeping, carrying

illegal goods, or violating other laws. Must explain the authority for charges, search and seizure, impounding of goods, arrest and the rights of the violator. Some of these individuals are carrying weapons and have outstanding criminal warrants.

Listens to complaints and explains legislation, various agreements and policies when: attending meetings with truckers, farmers, truck and bus companies, municipal governments, other police agencies, school boards and transport users in the districts.

Decisions and actions are often defended in a court of law, or before the Highway Traffic Board.

### **B. Level C**

Required to conduct seminars for other police agencies, municipal governments and school boards; on vehicle, bus and trucking safety and routes, and for trucking companies and associations on trucking rules and transport regulations. Most talks and courses are on topics such as dangerous goods inspection, or transportation.

Responsible to give training courses at SIAST on all transportation law related to equipment design and construction used in Saskatchewan, including question and answer periods.

### **Level A**

Attends meetings, responds to requests for change by reviewing rules or routes within area of authority, or by carrying forth the request and returning with feedback.

## **Factor 4 - Responsibility for Work of Others (1)**

### **Level 1**

No permanently assigned responsibility for the work of others.

## **Factor 5 - Job Knowledge (4D)**

### **A. Level 4**

Requires knowledge of police enforcement normally obtained through 2 years of police college including courses in human behaviour, self-defence, intervention and investigation techniques, seizure and protection of evidence, search and seizure, apprehension and arrest, court proceedings, driving pursuit vehicles, self defence, restraining others, dangerous goods inspection, vehicle standards and inspection, speedometer testing, radar operation, spill response, traffic control, boiler and

pressure vessel transport inspection, commercial and industrial transportation including: busing, farm animals, materials and equipment, chemical industry, and moving companies. Requires knowledge of transportation of perishable goods, interprovincial and international transportation and bookkeeping. Knowledge is applied in enforcing Highway Traffic Acts and Regulations and agreements.

#### **B. Level D**

Requires knowledge of department procedures and policies relating to vehicle safety and configuration, loads, safety, dangerous goods, spill response, driver condition, driver, vehicle and goods permits or licensing, animal safety and condition, contraband, work permits and road bans to enforce Highway Traffic rules. Many decisions are defended in Court. This requires knowledge of court procedures and case presentation to act as Crown Prosecutor particularly when a driver or company may not return to Court or to act as witness advisor to the Crown Prosecutor.

Requires an understanding of all transportation industry and the law related to public, commercial and industrial transportation, including: busing, farms, chemical industry, moving companies, perishable goods, travelling public safety, transportation bookkeeping, insurance issues and theft, fraud, and embezzlement investigations in order to enforce legislation, policies and agreements.

#### **Factor 6 - Working Conditions**

##### **Overall Rating - 3A**

On average, spends 3 hours per week, interacting with threatening individuals who are violating laws and are hostile and aggressive when conducting inspections of operator's trucks and buses. (5B)

On average, spends 3 hours per week exposed to threat of physical harm from people being charged or arrested. (4B)

On average, spends 3 hours per week working near cattle in transport trucks or running diesel engines on inspections, travelling in adverse weather, working with the noise of trucks running just outside at over 100 decibels, walking on slippery surfaces on roads around moving traffic and loads, being on top of loads 5 to 10 feet above the ground, interacting with rude and impolite people during investigations. (3B)

On average, spends 23.3 hours travelling on patrol and interacting with rude/impolite people during investigations. (2E)

On average, spends 5 hours per week travelling in good conditions, walking, sitting, standing and exposed to unpleasant odours. (1B)

#### **Factor 7 - Demand**

##### **Overall Rating - 3A**

On average, spends 7 hours per week climbing ladders up to 10 feet and interacting with hostile individuals. (3A)

On average, spends 25.3 hours per week conducting book audits with the use of a computer; conducting inspections; driving a car on patrol or in adverse weather; and interacting with rude/impolite people. (2D)

On average, spends 5 hours per week performing light physical activity, walking, sitting and talking on the telephone and driving in good weather. (1A)

#### **Factor 8 - Coordination**

##### **Overall Rating - 3A**

On average, 29 hours per week accuracy of physical movement is required when using the computer, driving a car and climbing ladders. (2D)

On average, 8.3 hours per week neither speed nor accuracy of physical movement is a major consideration. (1B)

EP;CD #237  
**Occupational Hygienist**  
**Occupational Health and Safety**  
**Labour**  
**Occupational Code: ROYX**  
**Level 10**

**December 2009**

**Level 5**  
Problems include:

1. New health hazards in workplaces arise (e.g., concerns relating to effects of endotoxin to workers in the swine and poultry industry).
2. A rise in awareness of the potential for sick building syndrome in office environments and officers/hygienists not able to meet the demand for individual inspections.
3. Chemical contamination limits are reduced in amended occupational health and safety regulations.

Solutions are achieved by:

1. Conducting research and interviewing workers to determine health effects associated with endotoxin, determining laboratory procedures (e.g., method of sampling and analysis), adapting established methodologies and testing in the workplaces, conducting surveys in several swine and poultry companies, predicting safe levels of air contamination and establishing guidelines, evaluating control techniques used (e.g., ventilation, personal protective equipment), developing policy for the industry, advising workplaces of standards required and OHO's and hygienists to adhere to and incorporate the policies and procedures when conducting investigations.
2. Developing a self test kit for clients to use when air quality is particularly bad; selecting test equipment that could be easily used by untrained clients, developing analysis methods, preparing a guideline booklet outlining testing procedures (including what the results mean and recommendations to the client to improve/rectify the problem), advising OHO's and hygienists of the policies and procedures to be used when administering the self test kits to workplaces.
3. Evaluating the impact on Saskatchewan workplaces (i.e., what is the current status of carbon monoxide exposure and is the reduced limit achievable?), developing a strategy to attain these reduced levels in all workplaces (e.g., inspect workplaces, determine the required engineering controls, workplace design and use of personal protective equipment), advising workplaces of the standards required, and ensuring OHO's and other hygienists incorporate these standards in workplace inspections/investigations.

### **Main Purpose**

Provides workplace hygiene expertise, particularly relating to bioaerosols, to departmental staff and businesses on a province-wide basis. Inspects and investigates workplaces to ensure compliance with and enforce occupational health and safety legislation.

### **Primary Responsibilities**

Researches, plans and develops legislation and policies to address hygiene and particularly bioaerosol (chemical or biological substances) issues in the workplace.

Conducts and oversees laboratory sampling, testing and analysis. Develops new testing methodologies and ensures accuracy of results. Monitors use and security of laboratory equipment.

Inspects workplaces and investigates complaints to ensure health and safety standards are being met. Writes up notices of contravention to employers for remedial action.

Conducts technical environmental tests, evaluates results and determines the corrective action required by employers.

Provides first level service to aid workplaces without Occupational Health and Safety Committees in diagnosing indoor air quality problems, and by loaning testing equipment and analysing samples in the lab.

Develops and writes technical manuals and promotional material. Conducts short presentations to interest groups.

### **Factor 1 - Problem Solving (5)**

Problems relate to resolving workplace health issues through evaluating, developing and monitoring the bioaerosol and indoor air quality programs. The majority of problems require co-ordinating program standards and initiatives through Occupational Health Officers (OHO's) and other hygienists.



#### **Level 4**

Problems include:

1. Legislation open to interpretation (e.g., what is "sufficient" ventilation).
2. Difficulty in arriving at accurate test results due to the variables to consider (e.g., content of sample - air vs. dust, amount of sample required, location and time of day to acquire sample, equipment calibration).

Solutions are achieved by:

1. Conducting environmental tests to determine amount of existing ventilation, inspecting the existing ventilation system to determine if adequate, researching guides, standards and past practice to determine the "reasonable" amount of ventilation required [considering the space (e.g., confined work space vs. large area), the toxicity of the bioaerosols produced in the environment, the work schedules of employees, respiratory protection used], determining the standard of reasonableness and identifying remedial action necessary for that particular workplace (e.g., upgrading the ventilationsystem).
2. Assessing how samples were collected and the capabilities of existing equipment in the lab, researching new methods in chemical texts, journals and/or developing new testing methodology by modifying existing equipment or purchasing new equipment.

#### **Factor 2 - Decision Making (6D)**

##### **A. Level 6**

Makes decisions by determining the intent of Acts, Regulations and policies. Applies "standards of reasonableness" to resolve unsafe workplace problems and has authority to make decisions outside of policies and standards. The majority are not reviewed and include: developing and implementing new or adapting existing methodologies for testing chemicals or substances in the laboratory; developing bioaerosol and indoor air quality policy for industries; and ordering an organization to spend money to remedy an unhealthy or unsafe situation (e.g., replacing entire ventilation system costing \$250,000, removing asbestos using a specific method). The resulting methodologies, policies and decisions are to be used by health officers and hygienists in their future inspections and investigations.

##### **B. Level D**

Responsible for the health and safety of workers in all workplaces as it relates to bioaerosols. Workplace environmental issues are a daily present threat to employees. Decisions to alleviate threat occur, on average, 2 - 3 times per week and include: determining the amount of fresh air content in a workplace and ordering the employer to upgrade the ventilation system; determining the action required to reduce vapours from chemical processing (e.g., ventilation, air scrubbers, substitution of chemicals, reorganizing work schedules or use of protective equipment); ordering the employer to remedy an imminently dangerous situation immediately and/or close the worksite.

#### **Factor 3 - Human Relations Skill (3C)**

##### **A. Level 3**

Conflict situations arise where: employers feel they have been singled out; notice of contravention decisions are defended in an appeal; employees feel conditions are harmful, but tests are within acceptable standards; a complainant is not covered by legislation (e.g., homeowner); the business is required to incur significant cost to remedy an unhealthy situation.

Conflict is resolved by calming individuals/parties; interpreting and explaining legislative requirements; explains to employees and employers how tests are conducted and that there is no health risk; convincing employers that reasonableness has been applied; and defending decisions in appeals or in court.

##### **B. Level C**

Provides technical advice and scientific explanations to other occupational health/hygiene officers relating to bioaerosols and on the use of laboratory equipment and testing and control procedures. For example, explains how to measure heat stress in a hot environment, contamination limits and conversion calculations (e.g., parts per million to milligrams per cubic meter) and the applicable sampling methods to be used. The officers apply this knowledge to make decisions on cases assigned to them.

##### **Level B**

Designs booklets and self-help kits to provide guidelines for operating equipment and evaluating indoor air quality. Develops informational materials (e.g., mercury in dental offices, hazards of tar when roofing) to educate workplaces on health issues and conducts 1 hour presentations to interest groups (e.g., swine farmers, lifeguards at public pools) on environmental hazards.

**Factor 4 - Responsibility for Work of Others (3)****Level 3**

Has responsibility for the work of .4 FTE performing work in the laboratory. Includes planning, scheduling, assigning, distributing, co-ordinating and organizing and prioritizing the work, providing guidance and monitoring the achievement of goals and ensuring quality and quantity standards are met.

**Factor 5 - Job Knowledge (6D)****A. Level 6**

Requires scientific and technical knowledge relating to occupational hygiene in order to recognize, evaluate and control environmental factors or stresses arising in or from the workplace which may cause sickness, impaired health and well-being, or significant discomfort among workers in the workplace. Requires specialized knowledge relating to bioaerosols in order to identify and respond to biological contaminant issues in workplaces and develop policies on safe use of equipment, contamination limits and sampling methods (e.g., for brand new industry or process such as manufacturing of farm sector products). Work involves studying work processes and evaluating or measuring level of risk to workers (e.g., monitoring intensity of the hazard, identifying the frequency of exposures, comparing results against legislated or known standards). Requires knowledge of engineering controls (e.g., substitution of the problem agent with a less hazardous agent, ventilation control, redesign of the work process and isolation of the worker or hazard), administrative controls (e.g., establishing work/rest regimes, job rotations, increasing distances from hazards and exposures), and personal protective equipment in order to eliminate the existing or potential health hazard. Knowledge of a specialized area of occupational hygiene (e.g., bioaerosols) is typically obtained through a Master's Degree in chemistry, physics, engineering, or related biological science.

**Level 5**

Requires knowledge relating to all areas of workplace health (e.g., chemical exposure, ventilation, air quality, asbestos, ergonomics, lighting levels, repetitive strain injuries, prevention of back injuries, etc.). Knowledge is applied in order to identify health and safety hazards in the workplace, determine the reasonable corrective action required and enforce resulting decisions.

Requires knowledge of laboratory equipment and methodologies used to test bioaerosol materials (e.g., gas chromatograph, high pressure liquid chromatograph, atomic absorption spectrophotometer, U.V. visible spectrophotometer, pH meter, various microscopes and balances). This knowledge is applied in calibrating, repairing and providing advice to other hygienists and health officers in the use and application of equipment. Knowledge is typically obtained through a Bachelor's of Science or Engineering degree.

**B. Level D**

Requires knowledge of the processes of all workplaces in the province (e.g., hospitals, offices, steel plants, manufacturing plants, drycleaning facilities, autobody shops, bottling plants) relating to environmental health issues (e.g., ventilation, chemicals, noise, ergonomics). Coordinates specific program initiatives relating to bioaerosols (e.g., how to control perchloroethylene fumes in drycleaners across the province) and provides leadership and direction to other occupational health/hygiene officers on work practices and case decisions and on the use of environmental and laboratory testing equipment.

Requires knowledge of equipment used in workplaces in order to inspect and approve for use (e.g., respirators, eyewash, shower facilities, gloves, protective equipment, contaminant control systems such as filters, ventilation systems, humidifiers and heating systems). Requires knowledge of ergonomic design of work stations, chairs, tables, hand tools and processes. This includes an understanding of the methods and processes used to perform the work (e.g., how employees should work with chemicals, fibreglass, asbestos).

Applies bioaerosol knowledge in order to promote safe work practices and environments through writing bulletins on a variety of hygiene issues (e.g., mercury in dental office, thermal comfort of offices, roofing hazards of tar) and guides for evaluating indoor air quality and operating hygiene equipment.

Requires knowledge of the judicial system, and rules of evidence and admissibility of evidence in court to prepare background information and statements for court.

**Factor 6 - Working Conditions**

**Overall Rating - 2A**

On average, spends 24 hours a week performing laboratory activities and conducting inspections in industrial environments where there is exposure to noxious fumes/welding smoke, volatile or poisonous chemicals, and travelling in adverse weather to conduct inspections. (3E)

On average, spends 9 hours a week interacting with rude and impolite people when ordering remedial action, and keyboarding (8 hours). (2C)

On average, spends 2 hours per week driving in good conditions. (1A)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, spends 24 hours a week interviewing employers/employees at worksites, measuring substances in the laboratory, calibrating or repairing instruments, counting particles, keyboarding, driving in adverse conditions, and interacting with rude and impolite people when ordering remedial action. (2D)

On average, spends 13.3 hours a week driving in good conditions, relaying information to people, lifting laboratory equipment weighing up to 8 kg. (1B)

**Factor 8 - Coordination**

**Overall Rating - 1A**

On average, spends 13 hours a week performing activities requiring accuracy of physical movement such as pipetting liquids, measuring/weighing liquids and solids, injecting into analysis equipment, focusing microscopes, repairing fine instruments, calibrating instruments, keyboarding on computer, and retrieving and replacing equipment on shelves. (2B)

On average, 24.3 hours a week where neither speed nor accuracy of physical movement is required. (1D)

**EP; CD #238** **December 2009**  
**Elevator and Amusement Ride Inspector**  
**Inspection and Licensing Services**  
**Municipal Government**  
**Occupational Code: REAW**  
**Level 9**

**Main Purpose**

Promotes and enforces safety code requirements related to elevating devices, ski lifts and amusement rides.

**Primary Responsibilities**

Conducts inspections of the construction, manufacture, installation, alteration, maintenance and repair and operation of elevating devices.

Reviews and authorizes plans for construction, renovation and installation of noted equipment and inspects to ensure conformance to approved plans.

Investigates accidents and inspects qualifications of contractors and operators.

Provides technical advice and information to manufacturers, contractors, architects, engineers and general public on legislation, regulation and code requirements.

**Factor 1 - Problem Solving (4)**

Problems relate to applying and enforcing standards in a range of devices for moving people (i.e., elevators, escalators, moving walks, personnel hoists, man-lifts, freight platforms, dumb waiters, as well as amusement rides, ski lifts and go-carts).

**Level 4**

Problems typically include:

1. Building owner requests advice on modernizing an existing elevator system in a high rise apartment building, in light of the most recent technology (e.g., microcomputer processing).
2. Accident involving an amusement ride resulted in injury to riders.
3. Elevator installer reports that computer controlled system was falsely activated by radio signals from beepers.
4. Homemade devices (e.g., chairlift, dumb waiter, amusement ride) are found that do not meet legislated requirements, but have been in operation for some time without incident.

Solutions are achieved by:

1. Inspecting and assessing the existing mechanical systems (based on relay logic) to determine condition of switches, controllers, hydraulics and deficiencies related to current code standards, assessing traffic patterns and car waiting times, evaluating control and operational characteristics of the equipment and advising on improvements utilizing modern equipment (e.g., solid state controls). Determining that proposed replacement equipment is compatible with existing structure in terms of load forces on rails, structure stress and safety factors of components, integrity of machine room floors and hoisting structures. Providing procedural requirements (installation and testing) for each option of replacement selected as to code applications and testing verification procedures for performance criteria (e.g., design circuitry is bypassed during testing to determine if replacement is necessary and advising on acceptable safety standards, such as replacement of components (e.g., locks), but not entire system (e.g., doors and frames).
2. Assessing manufacturer's specifications, licensing report, audit reports from other jurisdictions, previous inspection reports and operator's license. Inspecting mechanical (e.g., restraining devices), structural (e.g., metal cracking) and electrical (e.g., grounding) components of the ride, reviewing/re-enacting operating procedures and calculating human error. Interviewing operators, owners, participants and witnesses to collect pertinent information, but not compromise legality of statements. Assessing all conditions and determining causes of accident. Documenting findings and presenting in judicial forums, when necessary.
3. Witnessing conditions described by the installer, confirming that codes do not exist to address performance characteristics and verifying that installation had been done correctly. Contacting manufacturer to emphasize its responsibility for the condition and discussing possible cause and options for rectification with the engineers (e.g., protective shields installed around all sensitive devices). Noting similar circumstances when conducting future inspections, or approving building plans and advising owners/installers of condition.
4. Analysing equipment in comparison to pertinent codes and in consideration of the age of equipment, type of design, stress while operating, safety for users and bystanders, experience of owners and operators, possible outcomes to operating, emergency plans, severity of the

problem and engineer's report. Advising on adjustments, or modifications that will allow operation and, while not necessarily meeting the specifics of particular codes, will ensure safety, given the location and use of the device. Issuing, or withholding license.

## **Factor 2 - Decision Making (5E)**

### **A. Level 5**

On a weekly basis, decides on and authorizes design and structural alternatives that are not reviewed and that are not consistent with or covered by established codes and manufacturer's specifications, while considering the intent and severity of such requirements, the result of non-standard tests and practical/safety of such situations (e.g., advises on the design of a chair lift using screw drive lifting system not addressed in existing standards and on the changes required to the electrical components to allow for provisional operation while laboratory testing is being done). Such decisions are unique to the situation and are not intended to set standards for others. Decisions to seal equipment are cleared with the supervisor beforehand, except in emergencies.

### **Level 4**

Make decisions based on the interpretation and application of the legislation and codes to the particular equipment and operations. Decision are made on-site and independent of the supervisor and include issuance, or withholding of licenses and correction orders, seizing parts, logs and reports as evidence, ordering work stoppages, repairs, tests and payments, condemning equipment and sealing in emergencies, approving design plans; and determining the approach to collecting information at accidents and documentation and making recommendations of investigation reports.

### **B. Level E**

Makes decisions daily to withhold licenses for equipment (units, components and premises) and operators, with a direct affect on the safety of the immediate users of elevating devices, ski lifts and amusement rides. Further, enforcement of compliance orders shut down construction/installation work when ordered repairs have not been completed during the allowed time frame, such as shutting down elevators at construction sites, or closing amusement ride, or ski lift business (e.g., worn parts are detected in an amusement ride manufactured in Europe and there is no available manual, or manufacturer to verify operating variances, cancels the operating license of this independent owner/operator when repairs are not made in three

Elevator and Amusement Ride Inspector days). Decisions are made three to four times per year to immediately place a device "out of service", because of safety concerns (e.g., electrical circuits and components have been deliberately bypassed, rather than fixed).

## **Factor 3 - Human Relations Skill (3C)**

### **A. Level 3**

Explains the interpretation of codes and the construction/repair changes required to owners, builders and designers. These interpretations and explanations are challenged and objections to the actions taken, such as shutting down equipment at a ski resort. Calms owners and users and explains/defends test findings questioned by owners and designers/builders. Clear explanations of technical facts are necessary to emphasize the importance of safety, the complexities of the codes and construction and the consequences of non-compliance, while appreciating the financial and inconvenience implications of corrective actions.

### **B. Level C**

Establishes content of and conducts information sessions for elevator mechanisms and contractors to explain/clarify new code requirements, particularly related to technological changes. Organizes and conducts instructional sessions at specific work/construction sites if recurring problems are noted and provides technical explanations to architects, engineers, contractors and owners on the application and interpretation of legislation, regulations and codes, to ensure understanding and adherence.

## **Factor 4 - Responsibility For Work Of Others (2)**

### **Level 2**

Responsible to mentor and on the job train new employees in inspection practices and procedures. This is done by assigning, distributing and prioritizing work, demonstrating the job functions and working procedures, as well as monitoring achievement in terms of work quality and attainment work standards.

## **Factor 5 - Job Knowledge (5D)**

**A. Level 5**

Requires knowledge of elevating devices and specifically, mechanical design and installation drawings and procedures, hoisting and rigging, electrical/electronics/hydraulics and solid state theory and application, construction wiring and standards and circuitry.

Knowledge is normally acquired through certification by the International Union of Elevator Constructors as an Elevator Mechanic (joint union-industry training program, requiring four years of supervised pre-certification experience and successful completion of the national examination).

**B. Level D**

Requires knowledge of the provincial legislation and codes related to the safety of elevating devices as found in a variety of commercial (malls, business towers), industrial (mines, freight docks) and public facilities (restaurants, schools). Requires knowledge of the operating environments so as to determine/assess safety factors and issue/withhold licenses, manufacturing and installation sectors of elevating equipment to review and approve design plans and advise on the adaptations of equipment design/installation to meet codes and standards, the safety aspects of mechanical, electrical, electronic and hydraulic systems in order to detect cause in accidents and identify potential for hazards and the remedies for correction throughout the industry, the intent of safety standards to determine and approve variances in designs, repairs and installation procedures.

Similar knowledge of the legislation, codes, operating environments, manufacturing and installation sectors, safety aspects and intent of standards as related to amusement rides, ski lifts and go-karts to enforce safety standards and license operators in those industries.

**Factor 6 - Working Conditions****Overall Rating - 4A**

On average, spends 1 hour per week exposed to icy conditions and moving machinery at heights of 60 to 100 feet in the open on amusement rides and travelling in severe weather conditions. (5A)

On average, spends 23 hours per week working on top of elevator cars, or in elevator pits to observe mechanics and hydraulics of moving cars, in machine rooms in close proximity to moving equipment (i.e., panels and

Elevator and Amusement Ride Inspector guards removed to allow for inspection), exposed to toxic fumes (e.g., sulphur dioxide) of industrial sites, working at heights over 100 feet when climbing rides and lifts, working around moving and electrical equipment in icy and slippery conditions when inspecting ski and amusement ride equipment. (4E)

On average, spends 2.3 hours per week conducting inspections from 5 to 10 feet above the ground and travelling on icy roads. (3B)

On average, spends 8 hours per week exposed to accumulated grease, debris and vermin of elevator shafts, constant noise levels of operating machinery (under 85 decibels), driving in poor weather conditions and interacting with rude owners and users when closing equipment for inspection or repair. (2C)

On average, spends 3 hours per week driving throughout the assigned area in good conditions. (1B)

**Factor 7 - Demand****Overall Rating -3A**

On average, spends 9 hours per week climbing and stretching around elevator pit, machine spaces and ride structures, lifting 20 kgs. test weights, inspecting ski lifts in deep snow and on icy slopes, and climbing heights in awkward positions. (3B)

On average, spends 20 hours per week conducting inspections (e.g., wire rope in dark hoist ways with high intensity lights, determining depth and degree of cracking from metal fatigue), reviewing technical drawings and electrical schematics, enforcing safety standards with owners who do not accept conditions, balancing on the top of moving elevator cars, and pulling weights from 8 up to 18 kgs (e.g., in prying open doors of elevators). (2C)

On average, spends 8.3 hours standing and walking around inspection sites, sitting and driving throughout the assigned area. (1B)

**Factor 8 - Coordination**

**Overall Rating - 5A**

On average, requires speed and accuracy of physical movement 25 hours per week, when inspecting in elevator shafts and machine rooms with moving machinery, numerous obstacles and oily/greasy surfaces, around operating amusement rides, ski lifts, go-karts, construction lift platforms, mine hoisting equipment. (3D)

On average, requires accuracy of physical movement 8 hours per week when driving and climbing ladders or structures to access inspection areas. (2B)

Neither speed nor accuracy of physical movement is required for the remaining 4.3 hours. (1A)

EP; CD #239

December 2009

**Manager, Boiler and Pressure Vessel Inspections  
(Southern Region)**

**Inspection and Licensing Services**

**Municipal Government**

**Occupational Code: RBPS**

**Level 11**

**Main Purpose**

Manages the inspection and licensing services in southern Saskatchewan for the operation, construction, and installation of boilers, pressure vessels and piping; and oversees the provincial program for the examination and certification of pressure welders, engineers (boiler and refrigeration), operators, and firemen.

**Primary Responsibilities**

Responsible for the work of boiler inspectors who provide inspection and licensing services in southern Saskatchewan.

Administers the provincial pressure welder inspection and certification program, oversees the provincial power and refrigeration engineers examination program, and acts as provincial representative at the Interprovincial Standardized Power Engineers Examination Committee.

Interprets boiler and pressure vessel safety legislation, regulations, and policies to manufacturers, contractors, power engineers, and owners; and establishes the time frame for rectification of conditions that do not comply. Researches, evaluates, and drafts changes to policy, procedures, regulations, and codes.

Reviews quality control programs of contractors and manufacturing plants and site locations, and accepts or rejects for licensing.

Reviews site plans for regulation compliance and rejects or approves the location of anhydrous ammonia plant sites; inspects new and in-service boilers, pressure vessels, and pressure piping for adherence to safety codes; tests pressure welders.

Investigates accidents.

**Factor 1 - Problem Solving (4)**

Problems relate to ensuring adequate inspection services throughout the southern portion of the province, as well as developing and maintaining a comprehensive and consistent examination process.

**Level 4**

Problems typically include:

1. Another province makes a proposal to the Interprovincial Standardized Power Engineers Examination Committee (SOPEEC) to change aspects of the examination program (e.g., changes to the qualifying time required to write examinations, or to the pass marks).
2. Current regulations do not reflect code and policy changes that have been introduced.
3. The American Society of Mechanical Engineers (ASME) has introduced changes to codes (e.g., levels of radiography required).
4. The schedule of regular inspections must be maintained, at the same time as a large scale installation project requires inspection.

Solutions are achieved by:

1. Analysing the intent of the proposal in light of the traditions in Saskatchewan and the impact of proposed change towards engineers examination performance to date, existing failure rates, status and impact on current workers and those preparing for the next level of examination. Identifying the legislative/regulatory changes required if proposal is accepted in Saskatchewan. Discussing with members of the Power Engineers Board, presenting provincial viewpoint at the SOPEEC meeting, and advising supervisor and Power Engineers Board of SOPEEC decisions and the implications. Ensuring changes are communicated to applicants and workers through Board members and inspectors, examination notices, and postings at exam sites.
2. Chairing the departmental working group to review existing regulations, identifying intent, current application, obsolescence, redundancy, and code changes that have to be instituted. Contacting other jurisdictions to learn of their experiences and standards. Drafting proposals for revisions to regulations to reflect recommended changes and the practices and policy decisions that have been effected over time. Listing variances and exemptions that have been allowed since the regulations were last revised and determining if such discretionary applications should be instituted, in consideration of the safety issues involved. Anticipate the implications of increased/decreased levels of regulatory conditions for owners, manufacturers, engineers, and inspectors (e.g., the costs of changes in hours of work or qualifications for operating pressure boiler or steam plant) and forwarding draft proposals to the departmental steering committee.
3. Analysing the nature of the changes to determine



who has been affected (e.g., owners, manufacturers) and developing the communication plan to convey the information. Determining the implications for owners (e.g., increased costs if increased levels of testing are mandated in the ASME code changes), for training and examination of welders (e.g., increased or decreased levels of testing), and for the work of inspectors (e.g., changes to design criteria affects level of radiography required). Explaining nature of and reason for changes to owners and informing educational institutions of changes, rewriting instructions for testing, notifying inspectors and manufacturers through issuance of letters and circulars and arranging information seminars to be delivered by inspectors throughout the province.

4. Reviewing workload records, determining need and level of regular inspections and extent of inspections in new facilities (e.g., welding inspections, non-destructive examination levels, conditions of quality control program, quantity of pressurized equipment and piping). Evaluating applicable legislation and code requirements. Reviewing past history of such projects and methods of responding to inspection requirements, discussing with/evaluating the experiences of other jurisdictions. Establishing and communicating priorities to inspectors, considering the staff resources available and costs of overtime, locations of inspections, type and condition of equipment and safety implications of delays, extent of inspections required, and quality of personnel and work done by installation firms. Assigning staff to other duties or locations for temporary periods to undertake priority work and authorizing over time.

## **Factor 2 - Decision Making (6D)**

### **A. Level 6**

Makes decisions which are outside of regulations, policies and codes which are not reviewed and set written policy for other inspectors. For example, a type of pressure vessel does not meet current standards but has been operating safely for many years and inspectors are advised to allow deviation. Matters with respect to jurisdiction (e.g., inspections on Indian reservations) and enforcement of significant magnitude (e.g., pressure component used in hundreds of dry cleaners no longer meets code) may be referred to the Chief Inspector for decision.

### **B. Level D**

Makes decisions on a weekly basis that alleviate

Manager, Boiler and Pressure Vessel Inspections physical threat to others by applying (enforcing) codes and legislation and ensuring defective equipment (boilers, pressure vessels and piping) is repaired within time frames allowed.

## **Factor 3 Human Relations Skill (3D)**

### **A. Level 3**

Listens to challenges made by owners, manufacturers, and operators about the technical validity of an inspector's findings, clarifying the technical details, explaining the requirements, and reaching consensus on the solution to meet concerns. Persuades business owners who operate heating plants in contravention of safety requirements or who import equipment that does not meet provincial standards to adhere to requirements. Develops conditions of quality control programs with manufacturers and advises/persuades them on adherence. Represents Saskatchewan at the annual SOPEEC meeting where policy, curriculum, and interprovincial occupational standards and examinations are discussed, provides information on the provincial safety program, and presents the provincial view on issues discussed.

### **B. Level D**

Verbal, written and listening skills are required to design courses that contain theoretical information regarding the provincial pressure welder inspection and certification program, oversees the provincial power and refrigeration engineers examination program and grades provincial examinations for the certification of power engineers, refrigeration engineers and operators, and firemen. Explains content of examinations to those who question marks or provincial requirements for certification of immigrant or migrant power engineers and welders.

### **Level C**

Explains technical and regulatory requirements of the pressure welder testing program, and listens to and comprehends concerns put forth by owners and welders (e.g., cut out of welds, withdrawal of certificate, or need for retesting). Explains changes to testing and examination criteria to welders, manufacturers, and inspectors throughout the province.

**Factor 4 - Responsibility for Work of Others (5)****Level 5**

Responsible for the work of 6 FTEs.

**Factor 5 - Job Knowledge (6D)****A. Level 6**

Requires knowledge of the design, construction, operation, maintenance, materials and components of pressurized systems. Requires knowledge of the qualifications and licensing of operators and requirements and methods of non-destructive examinations (radiography, ultrasonic, liquid penetrant and magnetic particle), in order to plan for and ensure enforcement of safety conditions. Requires knowledge of allowable variances to established standards, resolve disputes or disagreements with respect to enforcement and to assess new or revised standards for equipment or operators for application in Saskatchewan.

Knowledge is normally acquired through completion of a degree in engineering (mechanical or related discipline) or first or second class power engineer's certificate issued by the province (i.e., completion of successive levels of operations and examinations related to increasingly larger vessels, in terms of size and pressure). In addition, requires successful challenge of National Board examination for designation as a commissioned inspector; "A" endorsement to allow for the inspection of manufacturing plants; and "B" endorsement authorizing the supervisory role, that is, accountability for the technical decisions of commissioned inspectors.

**B. Level D**

Requires knowledge of the application and intent of provincial legislation and national and international codes legislated for application in Saskatchewan (e.g., American Society of Mechanical Engineers, Boiler and Pressure Vessel Inspections Canadian Standards Association, American National Standards Institute, and National Board of Boiler Inspectors.) Knowledge is applied by advising on standards, precedents and discretionary applications, inspecting and certifying boilers and pressure vessels manufactured in Saskatchewan for export nationally and internationally and counselling and leading other inspectors to ensure consistent inspection and licensing services and application of policies and codes.

Requires knowledge of national and international organizations that develop and enforce safety codes and

Manager, Boiler and Pressure Vessel Inspections qualification standards to exchange information (e.g., history and experiences with particular types of equipment) and to gain an appreciation of equipment standards and engineer/welder qualifications to certify for acceptability in Saskatchewan.

Requires knowledge of the requirements for power engineers, refrigeration engineers, refrigeration plant operators, welder examination requirements and firemen certificates in order to decide on eligibility for examination and to advise on proposed or needed changes to examinations and licensing.

Requires knowledge of the processes and types of operations using pressurised vessels and piping, including those in transit. Knowledge is applied advising on design in the manufacture, installation, operation and maintenance of oil field operations, petroleum refining, gas transmission and distribution systems, anhydrous ammonia fertilizer industry, electric generating plants, institutions with boiler operations, such as hospitals, schools, nursing homes, apartment buildings, and businesses using pressurized equipment (dry cleaners). Requires knowledge of all plant operations to approve manufacturers quality control programs and manufacturing processes.

**Factor 6 - Working Conditions****Overall Rating - 2A**

On average, spends 8 hours per week conducting inspections, investigating fires and explosions, working around pressurized vessels, at heights over 200 height and extreme temperatures (40 degrees) in boiler rooms. (4C)

On average, spends 15.5 hours per week exposed to ashes and soot containing sulphuric acid, driving in poor weather conditions and meeting with owners who are angry at inspection results. (2D)

On average, spends 4 hours per week driving in good weather conditions and walking on slippery floors at inspection sites. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 4 hours per week climbing exterior ladders at inspection sites (e.g., 30 foot ladders of oil field treaters) and manoeuvring through confined spaces. (3A)

On average, spends 30 hours per week assessing applications for examination, review proposed quality control programs, examining plans, analyzing workload schedules and inspecting vessels and piping. (2D)

On average, spends 3.3 hours per week lifting containers of hand tools and manuals and walking throughout inspection sites. (1A)

**Factor 8 - Coordination**

**Overall Rating - 2A**

On average, requires accuracy of physical movement 22 hours per week when manoeuvring to access and move through confined spaces, using gauges for measurement, climbing ladders, driving and keyboarding. (2D)

Neither speed nor accuracy of physical movement is a major consideration for the remaining 15.3 hours. (1C)

EP; CD #243

December 2009

Fire Tower Worker

Prince Albert Region

Environment & Resource Management

Occupational Code: GFTW

Level 4

### Main Purpose

Performs observation work in support of forest fire detection and suppression activities.

### Primary Responsibilities

Scans an assigned area from a lookout tower for smoke, fire, and weather conditions.

Operates and maintains a two-way radio.

Determines locations of smoke and fire sightings and plots them on maps.

Maintains and cleans equipment and premises of the tower and shop.

Maintains records and logs.

### Factor 1 - Problem Solving (2)

Problems relate to spotting and determining the location of "smokes" and fires and the maintenance of an observation tower and equipment.

#### **Level 2**

Problems typically include:

1. Confusion between towers regarding the location of a "smoke".
2. Difficulty in determining whether the smoke spotted is from a forest fire, or a permit fire.
3. Equipment malfunction (e.g., radio, fire finder).

Solutions are achieved by:

1. Discussing the location of a smoke with other tower workers who can also see it, to ensure that the accurate location is called in to the District Depot. This involves checking to ensure that equipment is operating correctly, discussing the location of the smoke with the other towers to ensure that they are operating their equipment properly.
2. Checking reports of fire permits issued to see if smoke spotted is in a permitted location, also determining through the size, colour, etc. of the

smoke whether it is likely from a forest fire or some other cause (e.g., could be a barbecue, a train or a permit garbage fire).

3. If the radio is malfunctioning, checking the obvious causes (e.g., battery is dead), if the equipment cannot be readily repaired, requesting replacement equipment.

### Factor 2 - Decision Making (4A)

#### **A. Level 4**

Makes decisions within policies such as: determining if "smokes" have a permit (permit burns, etc.) and which ones constitute a threat to the environment; deciding whether to call for a flyover of the area, have a crew check it, ignore it or call in fire fighting crews. The majority of these decisions are accepted without review but may be reviewed by an off-site supervisor prior to crew deployment.

#### **B. Level A**

Environmental hazard exists from forest fires. Records all sightings of smoke or fire in the forest and contact fire suppression crews in the event of fire or smoke in unauthorised areas. These decisions occur daily.

### Factor 3 - Human Relations Skill (2B)

#### **A. Level 2**

Responds to requests from employees in other fire towers to verify the location of "smokes" they have sighted. Requires tact and diplomacy to clarify information with other towers/dispatch (e.g., when there are a lot of interruptions on the radio). Ensures that the information (e.g., fire or smoke location) is being understood and recorded accurately.

#### **B. Level B**

Delivers an Observer Training Course. This course contains information for new Observers on how to operate the fire finder, radios, etc. The purpose of this course is to prepare new Observers for the fire season and the tasks they will be assigned.

### Factor 4 - Responsibility for Work of Others (2)

#### **Level 2**

Responsible for checking and verifying the accuracy of work done by other Observers and ensuring Observers correct calculations and observations prior to contacting fire suppression crews.

### Factor 5 - Job Knowledge (2B)

### **A. Level 2**

Requires a Restricted Radio Operators license as set out by Transport Canada. Requires knowledge of geometry, addition and subtraction and map reading to plot fire locations, the operation of a two-way radio, light equipment (chainsaws, push mowers, binoculars etc.); maintenance of grounds. Knowledge of the operation of the radio, fire finding equipment, fire/weather behaviour and map reading is normally obtained through the department's Observer training course while the knowledge of geometry is normally obtained through the completion of high school.

Knowledge is applied in communicating with other towers and the District Depot regarding sightings of smoke and fire; performing maintenance on the fire tower (e.g., mowing the lawn, painting) and equipment (e.g., changing batteries in radios); operating the fire finder and other equipment to spot smoke and fire; knowledge of mathematics is applied by determining locations through the fire finder and plotting locations of smoke and fire on maps of the surrounding area, by using the fire finder to determine the angle and distance of the fire from the tower and calling the location in to the fire centre, knowledge of land grid system (township and range) is applied to determine the geographic location of the fire on a map.

### **B. Level B**

Requires knowledge of the location of permit fires in order to differentiate whether or not smoke that it has sighted is due to a forest fire, or is a permit fire, knowledge of procedures for keeping records and logs of fire and smoke locations etc. Knowledge of the area surrounding the fire tower is required (e.g., are there industrial sites or farms in the surrounding area that could be producing smoke). Requires knowledge of the operation of tools and equipment and safety procedures when working in the shop (e.g., carpentry tools and office equipment, photocopier etc.).

Requires knowledge of the roles of other jobs within the fire detection program, this knowledge is applied in communicating with other jobs as to the extent and location of a fire.

### **Factor 6 - Working Conditions**

### **Overall Rating - 2A**

On average, spends 16 hours per week climbing up and down the approximately 80 foot high fire tower ladder (4.3 hours) and working in severe weather in the tower (high winds, lightning storms). (4D)

On average, spends 12 hours per week exposed to loud noise below 85 decibels when operating lawn mowers and other power equipment when in the shop, and constant noise from the radio while in the fire tower. (2C)

On average, spends 9.3 hours per week working around insects, smoke, dust, etc. (1C)

### **Factor 7 - Demand**

### **Overall Rating - 3A**

On average, spends 18 hours per week climbing a ladder 80 feet up into the observation tower, moving fire equipment over 18 kgs. and sustaining concentration during Red Alerts. (3C)

On average, spends 15.3 hours per week scanning the forest for smoke and fire using binoculars and the fire finder to pin point the location of any smoke spotted, reading maps, stacking groceries, rolling hoses, and pulling equipment and supplies between 8 and 18kgs. into the tower by rope. (2C)

On average, spends 4 hours per week walking and lifting supplies less than 8 kgs. (1A)

### **Factor 8 - Co-ordination**

### **Overall Rating - 4A**

On average, spends 18 hours per week where both speed and accuracy of physical movement is required such as climbing the ladder into the fire tower, plotting fire locations on maps, using binoculars to locate fires and operating power tools at the shop. (3C)

On average, spends 15.3 hours per week requiring

accuracy of physical movement for while recording observations and operating a push mower. (2C)

Neither speed nor accuracy is required for 4 hours per week. (1A)

**EP; CD #244**  
**Pasture Rider**  
**Pasture Operations**  
**Agriculture and Food**  
**Occupational Code: GMLS**  
**Level 3**

**November 2009**

### Main Purpose

Performs cattle care and facilities maintenance responsibilities for a community pasture.

### Primary Responsibilities

Cares for patron cattle while in the pasture: administers medication to cattle for diseases such as scours, footrot, pink eye and pneumonia; prepares cattle oilers for warding off insects and mosquitoes; and provides salt and mineral blocks to promote the well being of the animals.

Monitors feed and water levels for livestock in the pasture and reports findings to the pasture manager daily.

Performs repairs and maintenance on pasture corrals, fences, buildings, and equipment.

Operates haying equipment and tractor.

Moves and sorts cattle for branding, vaccinating, rotating to other areas of the pasture or returning livestock to owner for removal from pasture as directed by the pasture manager.

Maintains records of medication given to cattle.

### Factor 1 - Problem Solving (2)

Problems relate to the general health and welfare of cattle and bulls, the amount of feed, water, salt and medicine available, and the condition of the pasture, fencing and equipment.

#### **Level 2**

Problems include:

1. A sick or injured cow is found in the pasture.
2. Grazing conditions have deteriorated and/or cattle lack water where they are located.
3. Windmills are seen in disrepair or fences are broken.
4. A cow cannot be captured for moving or treating and exhibits unpredictable behaviour around rider.

Solutions to the above problems are as follows:

1. Determine the nature of the injury or illness, administer medicine, repair fence or infrastructure if it was discovered to have caused the injury, notify the pasture manager of the injury and make arrangements with the manager for transport of the animal to a veterinarian or pasture headquarters for treatment.
2. Move the cattle in the poor grazing area to an area of the pasture where better grazing exists as determined by the pasture manager as part of the pasture management plan, ensuring that water and salt are available.
3. Mend fences or replace fence posts in order to contain the cattle, repair and service windmills to ensure they continue to pump water for watering troughs (e.g., replace seals in pump, grease bearings on the shaft).
4. Determine if cow is angry, agitated or belligerent and attempt to rope and immobilize for treating, or move cow to a corral or chute area in order to load animal. In cases where the cow runs or cannot be contained by the rider, assistance would be obtained from other pasture staff. While in close proximity to the cow, observe its behaviour for dangerous movements or actions in order to react and avoid injury.

### Factor 2 - Decision Making (2A)

#### **A. Level 2**

Has authority to adapt or modify methods of work and procedures. This includes determining the extent of repairs needed on a broken fence, timing and urgency of replacing salt blocks, and when cattle should be moved to another pasture.

#### **B. Level A**

Maintains patron livestock, monitors food and water levels, provides salt and mineral blocks, and repairs fences that could injure animals.

### Factor 3 - Human Relations Skill (1A)

#### **A. Level 1**

Listens to others, responds to queries about the status of patron cattle or condition of the pasture. Responses are direct and immediate and require no follow up or explanation.

**B. Level A**

Requires verbal and listening skills to interact with patrons and the public. Reading and writing skills are required to complete documents such as itemized reports and forms, read memos or documents and determine dosages of medicines to be given to cattle.

**Factor 4 - Responsibility for Work of Others (3)**

**Level 3**

On a recurring basis, responsible for the work of .4 FTE.

**Factor 5 - Job Knowledge (2A)**

**A. Level 2**

Requires knowledge of pasture management, including regular assessment of cattle herd and pasture land, the operation and maintenance of equipment such as tractors, balers, post pounders, windmills, cattle oilers, watering bowls, and carpentry handtools. This knowledge is applied in repairing fences and buildings in the pasture, maintaining adequate water level in watering bowls, placing insecticide in oilers, loading and moving hay and straw bales, and building corral panels. Requires knowledge of the identification and treatment of common diseases such as pneumonia, pinkeye and foot rot. Requires knowledge of roping and horseback riding.

**B. Level A**

Requires an understanding of the department procedures and methods used in the pasture. Knowledge is applied in the provision of care to clients' cattle (grazing, water, salt) and for maintaining pasture facilities.

**Factor 6 - Working Conditions**

**Overall Rating - 3A**

On average, spends 2 hours per week in contact with irate and dangerous animals in pens or enclosed spaces. (4A)

On average, spends 32.3 hours per week exposed to risks such as irate and dangerous animals in pens or confined spaces, livestock medicines, chemicals and syringes, riding on horseback on rough terrain, driving vehicles over rough terrain. (3F)

On average, spends 5 hours per week exposed to risks such as motor oils and lubricants when changing oil in

vehicles, insects when working around cattle in the pasture. (1B)

**Factor 7 - Demand**

**Overall Rating - 3A**

On average, spends 10 hours per week working closely with livestock in enclosed areas when vaccinating, treating injuries or sorting and loading cattle for shipment (6 hours), roping, branding and handling cattle (3 hours), and lifting weights over 18 kg. (hay bales). (3B)

On average, spends 27.3 hours per week performing activities requiring physical demand such as riding horseback, lifting weights between 9-18 kg. (e.g., salt blocks, barbed wire corral panels) and repairing fences or facilities. (2D)

**Factor 8 - Coordination**

**Overall Rating - 2A**

Both speed and accuracy of physical movement are demanded 6.3 hours per week when roping or sorting cattle. (3A)

Accuracy of physical movement is a major consideration for 11 hours per week when hand drilling or sawing to repair or build corrals or buildings, herding, inspecting, inoculating or administering medicine to cattle. (2B)

Neither speed nor accuracy of physical movement is required 20 hours per week. (1C)



EP; CD #245  
Radio Operator  
Meadow Lake Region  
Environment and Resource Management  
Occupational Code: GROW  
Level 3

December 2009

### Main Purpose

Two-way radios provide communications support to aircraft and personnel involved in fire suppression duties.

### Primary Responsibilities

Listens to two-way radios for emergency or urgent situations.

Transmits and relays messages to and from personnel in the field, and aircraft.

Maintains detailed records of all calls that come in over the radio and telephone (e.g., location of aircraft, personnel, requests for equipment, locations of fires) in logs and information sheets.

Determines the order and location of the arrival and departure of aircraft at the Fire Base.

Pins onto maps updated locations (e.g., aircraft, personnel, fires).

### Factor 1 - Problem Solving (2)

Problems relate to transmitting and relaying information to field personnel as well as coordinating helicopter traffic at the Fire Base.

#### **Level 2**

Problems include:

1. Several radio messages coming in at once.
2. Several helicopters requesting to land at one time.
3. Helicopter pilot has not called in to base within pre-set period of time.

Solutions are achieved by:

1. Priorizing the messages based upon their urgency (e.g., if one call is to report smoke and another call is a list of supplies that a particular camp requires the job would ask the individual calling in the request for supplies to stand by and then take the call for the more urgent issue).

2. The helicopter pilots are generally responsible for determining amongst themselves who is closer and should land first, but this job is responsible for assigning landing locations on the base and making the pilots aware of other aircraft in the immediate area.
3. If a pilot has not checked in with the base in a pre-set period of time (e.g., 30 minutes) the job is responsible for either contacting the pilot, or if that isn't possible, calling last known locations to establish where the pilot is or has gone, or alerting the Regional Duty Officer that a search for the missing aircraft is required.

### Factor 2 - Decision Making (4C)

#### **A. Level 4**

Makes decisions within established policies and procedures. The majority of these decisions are not reviewed, and include informing helicopters where to land at the base, and prioritizing the order to answer calls. Any decisions that involve unusual or atypical situations must first be discussed with the supervisor before they are implemented.

#### **B. Level C**

Decides in which order and location that helicopters will land at the base. These decisions are made on a daily basis and affect the safety of individuals on the base (e.g., not allowing a very large helicopter to land next to a small one thereby preventing the small helicopter from being blown over, possibly injuring individuals in or around it).

### Factor 3 - Human Relations Skill (2A)

#### **A. Level 2**

Exchanges information with field staff over the radio. Often there are several callers at one time, and the job must explain to callers why they have to wait while more urgent calls are being taken. Explains to upset field staff why requests haven't been filled (e.g., it was too dark to send in helicopters to pick people up).

#### **B. Level A**

Keeps a log containing information from all radio communications during each shift. Communication skills are utilized when relaying information to and from field staff. For example, responds to requests for supplies, more personnel, etc. by passing the request on to more senior employees in the Fire Centre for action.

**Factor 4 - Responsibility for Work of Others (1)**

**Level 1**

Occasionally assigned responsibility to distribute tasks (e.g., clean up yard, file documents) to casual employees (e.g., Emergency Firefighters) when they are at the base.

**Factor 5 - Job Knowledge (1B)**

**A. Level 1**

Requires knowledge of verbal and written communication to verbally communicate with field and office staff in person and over two-way radios and to keep written logs and records of all radio communications.

Requires knowledge of the operation of radio communication equipment, procedures and regulations and map reading which is obtained through a Radio Telephone Operators Restricted Certificate course. This certificate is obtained by completing a one day training course and passing a written exam.

Knowledge is applied in operating two-way radios to transmit and receive messages to and from personnel in the field involved in fire suppression duties. Knowledge of map reading is applied when plotting locations of fires, aircraft and personnel on maps. Knowledge of language usage is applied in keeping records of every message or call that is received over the radio.

**B. Level B**

Requires knowledge of the communications segment of the Forest Fire Management Program in order to exchange information with staff in the field (e.g., taking requests for supplies, contacting helicopters) over two-way radios and give presentations regarding communication procedures to Fire Crew Bosses and Emergency Firefighters. Requires knowledge of the Northern Air Operations program and the roles and responsibilities of Fire Prevention Workers in order to pass messages/requests to the appropriate level for action.

**Factor 6 - Working Conditions**

**Overall Rating - 1A**

On average, 32 hours per week are spent writing (10 hours per week) and keying the microphone (10 hours per week), exposed to loud noise from helicopters (less than 85 decibels) and over the radio when in the yard and sitting beside the radios. (2F)

On average, 5.3 hours per week are spent in contact with dust, insects, etc. when loading supplies and other items out in the yard. (1B)

**Factor 7 - Demand**

**Overall Rating - 2A**

On average, 26 hours per week are spent listening to, and talking on, the radio, where interruptions disrupt the completion of the task and loading fire equipment and supplies (between 8-18 kgs.) onto trucks and helicopters. (2D)

On average, 11.3 hours per week are spent filing, operating office equipment, folding maps, lifting light supplies and groceries (up to 8 kgs.), and walking from room to room in the office. (1B)

**Factor 8 - Coordination**

**Overall Rating - 3A**

On average, 15 hours per week demand speed and accuracy of physical movement (i.e., writing down information regarding radio communications quickly in order to capture all of the information). (3B)

On average, 15 hours per week demand accuracy of physical movement (e.g., plotting locations of fires, aircraft and personnel on maps, filling out forms). (2B)

On average, 7.3 hours per week neither accuracy nor speed of physical movement is required. (1A)

**EP; CD #246**  
**Afternoon Shift Worker**  
**Paul Dojack Youth Centre**  
**Social Services**  
**Occupational Code: HODW**  
**Level 8**

**December 2009**

**Main Purpose**

Manages a caseload of young offenders within a secure custody facility.

**Primary Responsibilities**

Provides safe and secure custody, control and care to secure custody youth in an institutional setting.

Assesses the developmental needs of secure custody youth. Develops, implements and modifies developmental plans to achieve positive personal development in order to reintegrate the youth into the community with a goal of reducing the risk of reoffending. Encourages young offender participation and input into the planning of the developmental program.

Provides individual counselling and refers youth to specialized treatment programs.

Evaluates personal development of secure custody youth in relation to the case plan. Provides regular reports on the youth's development to stakeholders (e.g., court, probation officer) and recommends changes in disposition (e.g., probation, transfer to open custody). Adjusts case plans through regular meetings with stakeholders and identifies further developmental needs and strategies to promote personal development.

Leads guided group interaction with secure custody youth to promote personal development, address daily living problems and promote positive decision-making and problem-solving skills.

Delivers presentations to staff on the application of facility and dorm policies.

**Factor 1 - Problem Solving (4)**

Problems relate to developing, implementing, monitoring, managing and modifying developmental programs for a caseload of young offenders in a secure custody facility.

**Level 4**

Problems include:

1. Youth who are emotionally, physically, socially, financially, culturally, educationally, spiritually, and psychologically challenged. Examples include youth who are suicidal, hostile, resistant to intervention, violent, withdrawn, addicted (e.g., drugs, alcohol), abused (i.e., physically, sexually, emotionally), experiencing severe psychological (e.g., schizophrenia, fetal alcohol syndrome, multiple personality disorder, attention deficit disorder, etc.) and/or anti-social behaviour problems (e.g., manipulating or intimidating others to get their way).

Solutions are achieved by:

1. Completing a behavioural assessment of each secure custody youth which involves: gathering all information from stakeholders (e.g., youths, youth's parents or guardians, treatment providers, family service workers, community youth workers and educators) and reviewing social history material, client social history, and previous reports and assessments; assessing risk and level of impact of contributing factors of behaviour and development (e.g., level of education, familial relations, etc.); and examining client willingness to participate in rehabilitation. Developing an individual developmental plan which includes outlining goals and developmental strategies and interventions (e.g., participation in anger management program, treatment programs, etc.); evaluating personal development of the youth in relation to the developmental plan and modifying community-based services to meet client needs; identifying and overcoming resistance and gaining commitment of youth to case plan (e.g., providing or removing privileges such as staying up late or counselling youth); promoting input and involvement from stakeholders and identifying ways of gaining commitment and support of significant others and stakeholders; and contracting services (e.g., tutors) to meet needs of youth.

**Factor 2 - Decision Making (5E)**

**A. Level 5**

On a weekly basis makes decisions outside of the Young Offenders Act and Regulations and facilities policies when deciding whether to enforce the provisions of the legislation (e.g., issue a warning or locking offenders down), or allowing contraband to facilitate cultural customs (e.g., allowing access to lighters to permit the custom of Smudging).

Afternoon Shift Worker - Paul Dojack Youth Centre  
Supervises students from post-secondary institutions completing a practicum. Provides final evaluations in order for the student to meet the necessary educational requirements.

### **B. Level E**

Threat to others is present on average, once per week, when young offenders are physically attacking other young offenders and/or staff members and when youths are suicidal. In these situations, response is immediate by physically restraining the youth and/or deciding to lock unit residents into their rooms to quell the threat or placing a youth under constant watch until suicidal tendencies are alleviated.

### **Factor 3 - Human Relations Skill (4C)**

#### **A. Level 4**

Interacts daily with a caseload of youths to establish a supportive relationship and develop a case plan outlining specific goals that the youth agrees to achieve. Provides counselling by discussing the charge the youth has received for committing an offence and events leading up to the charge; explaining to youth how other people are affected by their behaviour (e.g., victims in hospital or young offender's family is missing them); identifying to youth patterns in their behaviour (e.g., every time you drink you behave this way) and discussing potential problems (e.g., drinking, suicidal tendencies, drugging or stealing); discussing approaches to modify behaviour (e.g., maintain an anger log or take a time out); and establishing written commitments from a youth not to do something (e.g., attempt suicide or escape).

On a daily basis, leads guided group discussions with young offenders in the unit regarding issues or events of the day and approaches to handling the issues (e.g., room confinement for 2 days for not completing chores or directs youth to work on anger management work book/activities to address angry behaviour).

#### **Level 3**

Explains facility policies and rules to youth who are misbehaving and removes a defiant youth's privileges (e.g., staying up on weekends past midnight to watch a movie).

Explains inconsistencies in guided group dynamics (e.g., allocating 2 days room time to one young offender for a behaviour, and 1 hour room time to another youth displaying the same behaviour). Provides an opportunity for group to correct the inconsistency. If the group does not correct the error, removes their authority to make decisions in assigning consequences.

### **B. Level C**

### **Factor 4 - Responsibility for Work of Others (2)**

#### **Level 2**

Coordinates the activities of casual or part-time staff. This includes assigning specific responsibilities (e.g., lead a group discussion) or directing staff to strategically position themselves in unit to ensure security.

#### **Level 1**

Calls casual or part-time staff to work when a staff member calls in sick or in emergency cases (e.g., youth has broken a leg on a weekend when there are not enough staff to take the youth to the hospital).

### **Factor 5 - Job Knowledge (5C)**

#### **A. Level 5**

Requires knowledge of social work principles and practices relating to adolescent development, the developmental needs (e.g., educational, emotional, physical, psychological) of young offenders, treatment modalities (e.g., cognitive therapy, family systems theory, reality therapy), interviewing and assessment techniques, conditions affecting mental health (e.g., attention deficit disorders, fetal alcohol syndrome, etc.), family dynamics, social history dynamics and cultural awareness. This knowledge is applied when assessing young offender needs, developing case plans and providing individual counselling that will promote positive behaviour and personal development and curtail a youth's negative or harmful behaviour.

#### **B. Level C**

In order to provide services to youths in a young offenders facility, requires knowledge of the young offender program, policies, facility procedures and standing orders to calculate a youth's sentence, determine a youth's privileges, access resources such as treatment centres, tutors or family counselling for both the youth and/or family members and monitors and care for and control youths while in the facility. Requires knowledge of the family services program in order to approve or deny services to incarcerated youths who are wards of the government.

Requires knowledge of case management principles and practices to develop, implement and modify

development plans for secure custody youth to reduce their risk of re-offending. Knowledge of crisis management (e.g., interventions and strategies to address verbal and physical altercations including restraining youth) is required to resolve conflicts, prevent escalation of confrontations and encourage problem resolution and knowledge of First Aid/C.P.R. to provide immediate medical attention to youth or staff.

Knowledge of the criminal justice system from initial police involvement to court processes to the correctional disposition of convicted offenders is required to develop case plans and explain legal processes and procedures to secure custody youth.

Requires knowledge of community based programs and services (e.g., treatment programs, educational programs, lifeskills and skill programs) in order to develop case plans, modify these programs to meet the specific needs of each secure custody youth, and access community based programming.

Requires knowledge of personal computer hardware (e.g., IBM Compatible) and software (e.g., Windows, Word Perfect and young offenders computerized statistical data system) to write reports, maintain statistics and admit youths to the facility when working in the Central Communication Unit.

### **Factor 6 – Working Conditions**

#### **Overall Rating - 5A**

On average, spends 15.3 hours per week intervening in situations where clients exhibit hostile, aggressive behaviour (e.g. clients fighting) and overseeing clients outside in extreme weather. (5D)

On average, spends 8 hours per week interacting with angry, hostile clients where there is threat of physical harm, in contact with bodily fluids from clients with communicable diseases such as H.I.V. and Hepatitis B or C when cleaning up after suicide attempts or slashings, and doing body searches. (4C)

On average, spends 8 hours per week travelling in adverse weather to escort clients outside the centre and in contact with clients who have communicable diseases such as tuberculosis or Hepatitis A while doing body searches or participating in sports activities with youth. (3C)

On average, spends 3 hours per week interacting with rude or impolite clients, family members (e.g., family upset because they feel a client is not being treated well).

Afternoon Shift Worker - Paul Dojack Youth Centre (2B)

On average, spends 3 hours per week writing and word processing reports and forms, and entering and retrieving data from the computer system. (1B)

### **Factor 7 - Demand**

#### **Overall Rating - 4A**

On average, spends 23 hours per week monitoring clients where focused observation is critical as interruption even for a moment could mean the passing of a weapon or drug to the wrong hands and injury to another as a result; working with hostile, unpredictable, aggressive clients, special needs clients and clients who are victims of physical, emotional, and/or substance abuse; and running responding to emergency situations, restraining clients and administering CPR. (3D)

On average, spends 8 hours per week monitoring and observing client behaviour; giving presentations and workshops; counselling clients and working with them to prepare development and pre-release plans; writing reports, word processing and data entry and retrieval and driving in adverse weather. (2B)

On average, spends 6.3 hours per week writing the daily worksheet, completing the log book, booking daily visits, driving in good weather to escort clients outside the centre and or answering questions from clients. (1A)

### **Factor 8 - Coordination**

#### **Overall Rating - 3A**

On average, speed and accuracy of physical movement are demanded 8 hours per week when restraining clients or breaking up fights. (3B)

On average, accuracy of physical movement is required 10 hours per week when entering and retrieving data from the system, word processing (e.g., incident reports, reports from disciplinary hearings), writing (e.g., completing forms, documenting daily activities and filling in the log book), driving and operating the switchboard. (2B)

Neither speed nor accuracy of physical movement is a major consideration 19.3 hours per week. (1C)

**CD300**  
**File Clerk**  
**Revenue Division, Finance**

**Factor 5B – Program Knowledge (A)**

**Level A**

Requires knowledge of the Revenue Division's office and filing procedures, databases, RS50 computer system (i.e., customized system for Revenue Division containing taxpayer information) and computer software (e.g., e-mail), and database/manual tracking systems in order to locate files and ensure information is up to date.

The CD is equivalent to CD244, Pasture Rider which requires a similar breadth of knowledge (specific to pasture procedures vs. specific to Revenue Division's office and filing procedures). Both CDs also require the same depth of program knowledge (application in the provision of services of an immediate nature).

The CD is weaker than CD89, Admin Clerk which also provides filing services for a Division within a ministry but requires more depth of the related program knowledge in order to summarize key issues in correspondence and forward it for response.

**CD301  
Electrician  
Government Services**

**Factor 5B – Program Knowledge (C)**

**Level C**

Requires knowledge of:

- hierarchical reporting structures within home shop and on job sites in order to meet with clients and building operators to assess their needs and recommend solutions keeping in mind budgets and energy conservation programs;
- Minor Maintenance and Tenant Improvement methods in order to schedule and classify work according to priority and adjust the schedule to accommodate emergency repairs;
- systems and controls specific to each building and the differences between building equipment and client owned equipment in order to provide electrical maintenance and or renovation to Government facilities on all types of systems (i.e., lighting, fire alarm, ventilation controls, security, etc.)
- purchasing and tendering policies (i.e., who has the tender for ballasts, what can be purchased and where with purchase card, cash limits of purchase cards, work authorization forms, job requisitions, etc.) to process same;
- MP2 computer program to track work orders;
- paperwork required to complete work (i.e., time sheets, inventory, work orders, service vehicle reports, expense sheets, holiday forms etc.).

The CD is stronger than CD13, Pasture Manager which is rated level B. Although application of knowledge is similar, CD13 has less breadth of program knowledge as it's knowledge is related to policies and procedures regarding running a community pasture (including budget and purchasing) and does not have the diversity of systems and facilities as CD301.

The CD is equivalent to CD2, Heavy Duty Mechanic/Machinist/Welder which is rated level C. Both CDs require program knowledge relating to a variety of equipment/systems and both require a similar application of program knowledge relating to the repair and maintenance of same and maintenance of related record keeping systems.

The CD is weaker than CD57, Labour Standards Officer which is rated level D. CD57 requires a greater breadth of program knowledge relating to any aspect of labour standards and is applied to all types of employers, business organizations and industries. CD301 requires program knowledge related to electrical repair and maintenance of a variety of systems/equipment in government facilities.

**CD302**  
**Historic Places Initiative Supervisor**  
**Culture, Youth and Recreation**

**Factor 5B – Program Knowledge (E)**

**Level E**

Requires knowledge of:

- internal policies and procedures relating to Historic Places Initiatives (HPI);
- stakeholder groups;
- federal and provincial heritage legislation and policies especially related to heritage property designation and regulation under the *Heritage Property Act*; Canadian Register of Historic Places (CRHP) eligibility criteria and documentation standards;
- historic sites inventory and database programs;
- heritage organizations, their structure, personnel, policies, and government wide practices and priorities.

Knowledge is applied in:

- collecting oral history and conducting interviews;
- evaluating and approving research reports;
- developing and administering quality assurance tools for reviewing nominated listings;
- developing and implementing information sessions and training workshops;
- developing the Saskatchewan portion of the CRHP;
- managing the HPI program;
- encouraging governments to engage in the HPI and to adopt HPI tools;
- identifying and analyzing concerns in relation to heritage programs and working to develop partnership options with municipalities.

The CD is stronger than CD160, Project Forester which requires a similar breadth of program knowledge (HPI and CHRP policies and procedures and related stakeholders vs Long Term Integrated Forest Resource Management Plan and related stakeholders and other branches as it relates to habitat required to maintain the species indigenous to specific areas). However, CD302 requires a greater depth of program knowledge to conduct research projects and program and policy evaluations in order to develop and manage the Canada-Saskatchewan Historic Places Initiative program which goes beyond the application of knowledge for CD160 which evaluates individual proposals from industry.

The CD is similar to CD175, Research Officer which requires knowledge of the services provided, clients served, authorities for providing service and structures for the department's Family and Youth Services programs and the provincial social service delivery systems and the inter-relationships between programs. Knowledge is applied in developing indicators for assessing program performance, gathering and analyzing data in order to evaluate the performance of existing programs, and identifying options for and making recommendations regarding new programs. Though the diversity of programs in CD175 is greater, the application of the program knowledge for CD302 exceeds that of CD175 to include evaluating and approving research reports of other professionals, developing and delivering training, managing the HPI program and encouraging governments to engage in the HPI. On balance, the CDs are equivalent.

The CD is weaker than CD217, Project Coordinator, Case Management Model which requires a greater depth of program knowledge of the inter-relatedness of programs in Family and Youth Services, other areas of the ministry and other ministries in order to develop a new case management model that integrates the needs and service delivery issues into a cohesive model to be used in all Family and Youth Services program areas as opposed to CD302 which is required to conduct research projects and program and policy evaluations in order to develop and manage two distinct programs. CD217 also requires a greater breadth of program knowledge (all the programs in Family and Youth Services vs HPI and CRHP).