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HUMAN RESOURCES SERVICES, INC.

Personnel Management Consulting to Local Governments

MUNICIPAL POSITION CLASSIFICATION AND RATING MANUAL

CLERICAL, SECRETARIAL, ADMINISTRATIVE SERIES

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MUNICIPAL POSITION CLASSIFICATION AND RATING MANUAL
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INTRODUCTION

The method for determining a clerical, secretarial, administrative **classification title** is done by job analysis and utilization of a guide chart or matrix which clearly delineates the differences between the secretarial duties (e.g., office assistant, senior office assistant, principal office assistant, administrative office assistant). However, the method for determining **classification grades** of those secretarial categories differ according to the basic **job evaluation** approach used. A *Point Factor Evaluation* system is the method most often used to assign positions to grades on a classification plan. The objective of a classification is to relate positions in the organization to one another and to develop a correct rank order of positions.

Similar *Point Factor Evaluation* systems have been used successfully by many cities, towns, and school districts. This manual has been developed to include an emphasis on the evaluation factors that would be universally applicable to clerical, secretarial, and administrative level positions in local government. When preparing this rating manual, the author considered the nature and complexity of such positions in a typical municipal setting. The range of duties, supervision and responsibility was also taken into consideration. In addition to providing general clerical as well as secretarial assistance to department staff, incumbents may participate in financial, grant, or contract preparation; work with departmental expenditures and reporting programs; maintain departmental personnel records and provide departmental personnel services; prepare reports and maintain pertinent files and other required records; provide business services such as purchasing and inventory. Incumbents may perform and/or supervise specific functions supportive to a teaching, research or staff/business services department or specialized operation. Depending on the department, incumbents may take attendance; prepare bulletins and

teaching materials; process registrations and assist students and/or the general public; conduct surveys or compile and maintain specialized resource files such as for supplies and equipment; coordinate special programs such as library, publishing, cultural, gifts and scholarships, official ceremonies, and interdisciplinary training; and maintain liaison with other affiliated and/or oversight organizations. This manual has also been developed to specifically include an emphasis on communication, the increased use of information technologies, and a higher level of demand and complexity for municipal positions in general. The logical relationships between the descriptive categories have also been strengthened.

Position evaluation is the formal procedure of appraising the value of each job in relation to other jobs in an organization based on an analysis of job content. This Municipal Position Classification And Rating Manual is a *Point Factor Evaluation* method which is a quantitative method of position evaluation. Jobs are evaluated several times, once for each job factor. This is done by comparing the job's content on one factor (e.g., its complexity) with a descriptive measurement scale and repeating the process for all other factors. Each scale contains degree levels describing increasingly higher levels of the relevant factor. Each degree level carries with it a specific number of points. An evaluator (or rater) determines which degree level definition best describes the content of the job. Points awarded on each factor scale are then added together to determine the job's overall point score. The total score determines the pay grade to which a job will be assigned.

The process described in this manual increases the uniformity and objectivity in the application of judgments about positions. Ten widely accepted factors and degrees of applicability are the basis for determining job worth. These are as follows:

- Knowledge Required By The Position
- Experience

- Guidelines
- Interactions with Others/Communication
- Physical Demands Of The Job
- Work Environment
- Independent Action
- Supervisory Responsibility
- Consequence of Error

Position rating is not an exact science; however, this procedure introduces an element of objectivity in the evaluation process. A position should be rated without consideration to the qualifications of the present employee and the salary or wage rate being paid. This position rating system (and its ratings) is an analytic tool of our firm for conducting such classification studies. However, please keep in mind that it is only one component of our total methodology in conducting compensation and classification studies; our final report to the client stands in its totality. In some instances, a position may be moved up or down one grade in the classification plan if it is a "better fit" with the client's overall organization.

In evaluating positions, the rater is strongly urged to use the points assigned to the factor degrees. Any deviation from consistent application of the manual will compromise the validity of the process. Ideally, position evaluation should be performed by more than one person. A Human Resource Director and Department Head are good choices because one has intimate knowledge of the position and other has comprehensive knowledge of all positions in the organization. An outside job rating analyst is also useful because the analyst's perceptions are not affected by knowledge of incumbent employees. However, when conducting the job analysis the best source of information on each position comes from an incumbent employee, a previous incumbent and the incumbent's immediate supervisor. In any event, the final ratings should be the result of pooled judgments.

The use of this manual is a four step process:

- 1) Prepare a copy of the *Position Rating Summary Sheet* for each position to be rated. A copy of this sheet appears in the back of the manual. The best source of information on each job is a position description which is the culmination of a recent job analysis. Position descriptions should be standardized among all the municipal positions.
- 2) In each of the ten rating categories select the paragraph (degree level) that most closely matches the position's requirements. You will find some selections are easier to make than others because each descriptive paragraph is a general statement intended to cover a broad range of positions. You may find that certain elements in the particular paragraph may not apply to the position. Use your judgment in making a selection based upon the overall intent of the paragraph as it applies to the position being rated. There is a level of discretionary judgment used throughout the entire process by the rater. This is appropriate as long as the judgment of the rater is applied in a consistent manner. Once having selected a "best fit" paragraph, enter the number of the corresponding degree into the matching box on the rating sheet.
- 3) Once all the degree levels have been selected and assigned, use the *Points Assigned to Factor Degrees* scoring sheet to translate the degree selected to a corresponding score. When two or more raters are evaluating a position they should discuss their reasons for making different degree level choices. Usually it is possible to come to an agreement. Each rater should work to achieve consensus with the others. Rating differences are discussed and resolved, and preliminary assignment of positions to grades is made on the basis of agreed-upon point totals.

- 4) Compare the final score to the score ranges listed in the *Grade Determination and Conversion Scale*. A position rating score will always fall within a score range on the *Grade Determination and Conversion Scale*. This score range corresponds to a grade level appearing in the right hand column. This grade level in turn corresponds to a compensation grade on the compensation plan. The compensation steps and rates applicable to the grade apply to the position.

In rating positions for the first time, the grades form the basis for a classification structure. In maintaining a compensation and classification structure, the *Grade Determination and Conversion Scale* indicates where a new position should be placed and whether a current position should be upgraded or downgraded.

Remember, every position is evaluated in relation to each factor and according to the degree of applicability as defined within this manual. Positions are evaluated without regard to the qualifications of the current employee(s) in the position or the compensation rates being paid. Compensation reviews are a separate process. The relative "fit" of each position within the overall plan is also reviewed so that position rankings include other considerations unique to a particular municipality.

1. KNOWLEDGE REQUIRED BY THE POSITION

This factor measures the nature and extent of information or facts that an employee must understand to do acceptable work, e.g., steps, procedures, practices, rules, policies, theories, principles, and concepts, and the nature and extent of the skills needed to apply this knowledge.

- 1st Degree** Knowledge of simple, routine, or repetitive tasks or operations that typically include following step-by-step instructions and require little or no previous training or experience. Skill to operate simple equipment or equipment that operates repetitively, requiring little or no previous training or experience.
- 2nd Degree** Knowledge of basic or commonly-used rules, procedures, or operations that typically require some previous training or experience. Basic skill to operate equipment requiring some previous training or experience, such as keyboard equipment.
- 3rd Degree** Knowledge of a body of standardized rules, procedures or operations that require considerable training and experience to perform the full range of standard clerical assignments and resolve recurring problems. Work involves use of procedures requiring special knowledge or ability, e.g., operation of business equipment; utilization of personal computers including intermediate knowledge of departmental applications and/or word processing, database, and spreadsheet applications, data entry terminals, and transcribing equipment; essential functions may require working familiarity with technical terminology. Equivalent to high school plus additional specialized training such as computer training school.
- 4th Degree** Knowledge of an extensive body of rules, procedures or operations that require extended training and experience to perform a wide variety of interrelated or nonstandard procedural assignments and resolve a wide range of problems. Practical knowledge of standard procedures in a technical field, requiring extended training or experience, to perform such work as adapting equipment when this requires consideration of the functioning characteristics of equipment; or extracting information from various sources when this requires considering the applicability of information and the characteristics and quality of the sources. Equivalent to high school plus additional one to two years of college education.
- 5th Degree** Knowledge (such as would be acquired through a pertinent baccalaureate educational program or its equivalent in experience, training, or independent study) of basic principles, concepts, and methodology of a

professional or administrative occupation, and skill in applying this knowledge in carrying out more complicated assignments, operations, or procedures. In addition, practical knowledge of technical methods to perform assignments such as carrying out limited projects which involves use of specialized complicated techniques.

6th Degree Knowledge of a wide range of concepts, principles, and practices of a professional or administrative occupation, such as would be gained through extended graduate study or experience, and skill in applying this knowledge to difficult and complex work assignments. A comprehensive, intensive, practical knowledge of a technical field, and skill in applying this knowledge to the development of new methods, approaches, and procedures.

2. EXPERIENCE

Experience measures the length of time usually required by an individual, with the specified "basic knowledge, training and education," to perform the essential work functions effectively under normal supervision. The length of time required to become proficient at a job requires previous qualifying experience in a related or less responsible position either with the organization or outside the organization.

- 1st Degree** Up to three months of related experience. Typically entry level position.
- 2nd Degree** Over three months up to and including one year of related experience. Position typically requires limited previous experience.
- 3rd Degree** Over one year up to and including two years of related experience. Sufficient experience to perform a full range of standard assignments or considerable experience enabling the operation of varied office equipment.
- 4th Degree** Over two years up to and including three years of related experience. Experience to perform a wide variety of nonstandard or interrelated procedural assignments concerning a wide range of problems.
- 5th Degree** Over three years up to and including five years of related experience. Experience permits independent performance of assignments.
- 6th Degree** Over five years up to and including ten years of related experience. Substantial experience is associated with knowledge of a wide range of professional concepts and principals.

3. COMPLEXITY

This factor covers the nature, number, variety, and intricacy of tasks, steps, processes, or methods in the work performed; the difficulty in identifying what needs to be done; and the difficulty and uniqueness involved in performing the work.

- 1st Degree** Develops solutions to problems in specific assignment area. Requires knowledge of standard office procedures and unit terminology. Actions to be taken or responses to be made are readily discernible. The work is quickly mastered.
- 2nd Degree** Provides solutions to a variety of problems. Requires a working knowledge of standard administrative rules and interpretations within functional area. The decision regarding what needs to be done involves various choices that require the employee to recognize the existence of and differences among a few easily recognizable situations. Actions to be taken or responses to be made differ in such things as the source of information, the kind of transactions or entries, or other differences of a factual nature.
- 3rd Degree** Provides solutions to a range of difficult problems which may require gathering and evaluating information from a variety of sources. The work includes various duties involving different and unrelated processes and methods. The decision regarding what needs to be done depends upon the analysis of the subject, phase, or issues involved in each assignment, and the chosen course of action may have to be selected from many alternatives.
- 4th Degree** Provides solutions to more difficult problems which require thorough knowledge of organization policy and functional area objectives. The work consists of a broader range of assignments employing many different methodologies, techniques and practices relating to an administrative field. Assignments typically concern such matters as studying trends in the field for application to the work; planning complex projects; devising new techniques for application to the work, recommending policies, standards, or criteria.
- 5th Degree** The work consists of managerial and administrative assignments involving broad functions and processes such as planning, organizing, controlling, coordination, evaluating, integrating activities and programs. The work requires continuing efforts to establish concepts, theories, or programs, or to resolve unyielding problems. Decisions regarding what needs to be done include largely undefined issues and elements and require extensive probing and analysis to determine the nature and scope of the problems.

4. GUIDELINES

This factor covers the nature of guidelines and the judgment needed to apply them. Guides used may include desk manuals, procedures and policies, traditional practices, and reference materials such as dictionaries, encyclopedias. Guides may sometimes include legal resources such as bylaws, codes, and law books. Guidelines either provide reference data or impose certain constraints on the use of knowledge.

- 1st Degree** Specific, detailed guidelines covering all important aspects of the assignment are provided to the employee. Guidelines provided are oral or written instructions or established procedures; and they are few in number or sources, detailed, specific, directly applicable and readily available.
- 2nd Degree** Procedures for doing the work have been established and a number of specific guidelines are available. Guidelines include a variety of procedural rules and regulations which are detailed, directly applicable and readily available; but some judgment is required to select from among standard office methods or to devise working procedures for own desk. This requires knowledge of a variety of standard procedures, an understanding of the terminology of the unit served, and some familiarity with work done in related departments.
- 3rd Degree** Guidelines provided include a large number of procedural directives, and standard rules, regulations and precedents applicable to specific problems. In limited subject areas, some judgment is required to determine the applicability of guides to specific problems. In coordinating assignments, some originality is required to organize all phases of a program/function and to obtain and correlate information from a variety of sources. This requires a good knowledge of standard administrative rules and interpretations within own area and working knowledge of established methods and procedures used in related areas.
- 4th Degree** Administrative policies and precedents are applicable but are stated in general terms. Guidelines for performing the work are scarce or of limited use. Assignments entail either many separate phases or a variety of different administrative transactions; and problem solving which involves some analysis or qualitative review of individual cases, materials, or circumstances to determine the appropriate action, decision, or solution. The employee uses initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or proposed new policies.
- 5th Degree** Guidelines are broadly stated and nonspecific, e.g., broad policy statements and basic legislation that require extensive interpretation. The

employee must use judgment and ingenuity in interpreting the intent of the guides that do exist and in developing applications to specific areas of work. Frequently, the employee is recognized as a technical authority in the development and interpretation of guidelines.

5. INTERACTIONS WITH OTHERS/COMMUNICATION

This factor measures the relative level of human interaction and the responsibility which goes with the job for meeting, dealing with, and influencing other persons. In rating this factor, consider how often the contacts are made, whether they involve furnishing or obtaining information only, or whether they involve influencing others. This factor measures interpersonal skills required in work relationships and their importance to the success of the work.

- 1st Degree** Employee works alone most of the time or has little or no interaction with others except with immediate co-workers and own supervision. Ordinary courtesy and tact are required.
- 2nd Degree** Cooperative work interactions with employees in the department or other municipal offices incidental to the purpose of the work involving giving and receiving factual information about the work; there may be occasional contacts with the public. Ordinary courtesy and tact are required.
- 3rd Degree** Interactions with others involve explanation, discussion or interpretation of what is required in order to render service, plan or coordinate work efforts, or resolve operating problems. Contacts are with the general public, service recipients and employees of outside organizations such as vendors or banks. More than ordinary courtesy, tact and diplomacy may be required to resolve complaints or deal with customers.
- 4th Degree** Interaction with groups or individuals such as civic leaders, contractors, peers from other organizations, representatives of government agencies, the news media, representatives of professional organizations when the employee serves as a spokesperson or recognized authority for the department or organization in matters of substance or considerable importance. May be required to discuss controversial matters where tact is required to obtain cooperation.
- 5th Degree** The position requires considerable persuasiveness, resourcefulness, discretion, and negotiating skills to influence the decisions and behavior of personnel in multiple departments or organizations, the general public, vendors, and representatives of the governments. Resolves the more difficult customer service requests.
- 6th Degree** Relationships with high ranking officials from outside the organization such as federal or state agencies or others who have a significant impact on the policies and programs of the department or organization. Justifies, defends, negotiates or settles matters involving significant or controversial issues, or where the decisions will have a substantial impact on

organizational policy. The essential work functions of this position requires a well-developed sense of strategy and timing in representing the organization effectively in critical and important situations which may influence the well-being of the organization.

6. PHYSICAL DEMANDS OF THE JOB

This factor measures the degree of physical effort or exertion required in the performance of essential work functions under regular conditions. Consider the physical activities of manual labor, standing, walking, etc. as well as the exertion of physical force for intermittent or short periods. This factor seeks to evaluate the effort which is typically required and expected to perform the position's essential functions.

- 1st Degree** The work is sedentary. No special physical characteristics are required to do the work. Work effort involves sitting comfortably to do the work with intermittent periods of stooping, walking, standing or lifting.
- 2nd Degree** The essential functions of the job are largely mental rather than physical but the job may occasionally require one or a combination of physical strength, stamina, and agility for activities such as carrying light weight items such as papers, books, or small parts; or driving an automobile; or operating a keyboard, basic typing and filing.
- 3rd Degree** Work requires physical strength, stamina and agility to move around, to stand, sit or stoop for extended periods of time without interruptions, to lift occasionally moderately heavy items (i.e., weights of up to 25 lbs.), to do some stretching to return or retrieve material. May be required to work for extended periods of time. Also involves manual dexterity and regular hand and eye coordination (computer application work, data entry, constant typing) or ear, eye and hand (operation of motor vehicle) on a regular basis. Other examples include using hand and power tools, climbing a ladder, and preparing scale drawings.
- 4th Degree** Essential functions require moderate physical strength to regularly lift moderately heavy items (e.g., items weighing 50 lbs or more), to stand and/or be active physically for extended periods, to perform moderate manual labor for long periods; to push and shove heavy objects; or to periodically exert strenuous effort; or the essential functions require periods of physical demands to pursue on foot over at times varying terrain or barriers.
- 5th Degree** The work involves frequently recurring assignments requiring heavy strenuous effort to perform such work as lifting and carrying objects up to 100 lbs. Or heavy manual labor effort on a continuous basis.
(It is not typical for a clerical, secretarial, or administrative position to rate at the 5th Degree.)

7. WORK ENVIRONMENT

This factor considers the risks and discomforts in the employee's physical surroundings, or the nature of the work assigned and the safety regulations required. Although the use of safety precautions can practically eliminate a certain danger or discomfort, such situations typically place additional demands upon the employee to carry out safety regulations and techniques.

1st Degree The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

2nd Degree The work involves moderate risks or discomforts that require special safety precautions, e.g., working around moving parts, carts, or machines; exposure to contagious diseases or irritant chemicals. Employees may be required to use protective clothing or gear, such as masks, gowns, coats, boots, goggles, gloves, or shields.

3rd Degree The work environment involves high risks with exposure to potentially dangerous situations or unusual environmental stress that require a range of safety and other precautions, e.g., working at great heights under extreme outdoor weather conditions, subject to possible physical attack, or similar situations where conditions cannot be controlled.
(It is not typical for a clerical, secretarial, or administrative position to rate at the 3rd Degree.)

8. INDEPENDENT ACTION

This factor evaluates the nature of the instructions, direction, control and/or monitoring which a position receives; the supervision received.

- 1st Degree** Work is routine and repetitive, performed under close supervision with established procedures. Work is frequently reviewed for accuracy, completeness and following procedures.
- 2nd Degree** Work is routine but less repetitive involving actions which vary by case or are of a coordinating nature. Supervision is more general involving established guidelines and work is reviewed less frequently. Receives general work instructions and is expected to satisfactorily complete routine tasks with minimal or no instruction. For occasional or special work assignments receives general and procedural instructions.
- 3rd Degree** Once assigned or after job requirements are mastered, nearly all work is performed with minimal instruction or monitoring. Work may be verified for accuracy or correctness.
- 4th Degree** Has responsibility for developing and recommending work requirements. Is given general objectives and may be monitored for progress, coordination and completion.
- 5th Degree** Work is performed under general guidelines that may include a variety of directives and rules that extend beyond functional area. Is expected to coordinate work with others, report the project results achieved and may be given additional follow-up assignments.
- 6th Degree** Work is performed under broad guidelines which include all administrative directives in the form of rules, policies, and precedents. Independently determines work methods and tasks. Work reviewed for meeting objectives. May receive some general guidance, but the position is expected to be self-directing. Periodic progress reports may be given, but otherwise review is given only or primarily to the end results.

9. SUPERVISORY RESPONSIBILITY

In rating supervisory responsibility, a number of factors should be considered in addition to the number of people supervised: (1) type of supervision (functional, technical, direct, administrative, etc.); (2) accountability measured in terms of responsibility for specific results, operation costs and methods; (3) responsibility for personnel actions (hiring, discipline, termination, orientation, training, developing policies and procedures, etc.); and (4) budget development and control through subordinates.

- 1st Degree** No supervisory responsibility. Occasionally may oversee the work of volunteers, students, and other non-paid personnel.
- 2nd Degree** May provide immediate functional or technical direction and monitoring to other employees in the same or a closely related classification where the work of the supervised employee(s) is essentially the same as the work of the supervisor. Supervision is limited to explanations and guidance.
- 3rd Degree** Has supervisory responsibilities for several lower level positions entailing such duties as setting priorities, training, and establishing work methods and procedures.
- 4th Degree** Has supervisory responsibilities for several employees including selection, training, evaluation, and disciplinary actions. Positions which are primarily supervisory in nature entail technical and administrative responsibility for a small group. Normally supervises 5 or more employees.
- 5th Degree** Has supervisory responsibility as described in the 4th Degree, but for several dissimilar functions or services. Determines staff needs and is accountable for results produced. Normally supervises 10 or more employees.
- 6th Degree** Has general supervisory responsibility for a large division/department or multiple departments, including all personnel actions, work force planning, all phases of budget management and cost control. Normally supervises up to 20 employees.

10. CONSEQUENCE OF ERROR

In every position there inherently exists the possibility of error. This factor measures the impact of errors made in the course of work. In rating this factor, consider the following: the likelihood of errors; the possibility of error detection; and the probable effect of errors based on the degree to which the work is checked, either by the procedures themselves, by supervision, or by succeeding operations.

- 1st Degree** Little or no impact from errors. Mistakes easily rectified by co-workers.
- 2nd Degree** The nature of supervision and thoroughness of review assures that probable errors are usually detected in succeeding operations. Potential consequences include time loss, rework, and reduced efficiency in completing routine work. Errors are generally confined to a single unit or series of interrelated tasks.
- 3rd Degree** Errors can impact efficiency of own functional unit as well as customer satisfaction. Mistakes are reversible but not easily rectifiable causing lost staff time.
- 4th Degree** Errors affect other units or external agencies and can result in considerable time/energy lost. Failure to achieve results may cause delays in program schedules and incur an additional allocation of resources.
- 5th Degree** Significant impact from errors made. Errors affect entire unit or program and may damage perception of unit credibility. Mistakes can cause unit disruption and have adverse impact on external agencies. The nature of work (e.g. specialized technical procedures, extensive analysis, etc.) means that errors in judgment or techniques would probably be difficult to detect. Potential consequences may result in excessive costs (e.g. the purchase of unsuitable equipment and/or materials, following inaccurate or otherwise inappropriate procedures), delay of service delivery, or direct financial loss or adverse legal repercussions.

POINTS ASSIGNED TO FACTOR DEGREES

EVALUATION FACTORS	1st Degree	2nd Degree	3rd Degree	4th Degree	5th Degree	6th Degree
1. Knowledge Required By The Position	10	25	50	75	100	120
2. Experience	15	30	45	60	75	100
3. Complexity	10	25	50	75	100	
4. Guidelines	20	40	60	80	100	
5. Interactions With Others/Communication	10	25	50	75	100	120
6. Physical Demands Of The Job	5	15	30	50	75	
7. Work Environment	15	30	50			
8. Independent Action	5	10	20	40	60	80
9. Supervisory Responsibility	5	10	20	40	60	100
10. Consequence of Error	20	30	40	50	60	

Sequence No: _____

POSITION RATING SUMMARY SHEET

Position Classification Title: _____

Evaluators' Points

	<u>Factors</u>	One	Two	<u>Final Rates</u>	<u>Final Points</u>
1.	Knowledge Required By The Position				
2.	Experience				
3.	Complexity				
4.	Guidelines				
5.	Interactions With Others/Communication				
6.	Physical Demands Of The Job				
7.	Work Environment				
8.	Independent Action				
9.	Supervisory Responsibility				
10.	Consequences of Error				
	Total Points:				

Evaluator 1: _____ **Date:** _____

Evaluator 2: _____ **Date:** _____

Date Finalized: _____

GRADE DETERMINATION AND CONVERSION SCALE

The total points on all evaluation factors are converted to classification grades as follows:

<u>SCORE RANGE</u>	<u>GRADE</u>	Westwood Conversio
250 - 399.....	1	5
400 - 499.....	2	6
500 - 599.....	3	7
600 - 699.....	4	8
700 and above.....	5	

CLERICAL/SECRETARIAL MATRIX - GUIDE CHART

CRITERIA	Office Assistant	Senior Office Assistant	Administrative Assistant	Executive Assistant	Administrative Executive Assistant
Clerical Duties:	Routine clerical duties.	Moderately complex clerical duties.	Complex clerical, technical and administrative duties.	Complex secretarial and administrative duties.	Complex administrative support duties.
Decision Making:	Limited degree of decision making.	Moderate degree of decision making.	More than considerable degree of decision making.	High degree of decision making.	Highest degree of decision making.
Under Supervision:	Under direct supervision.	Under supervision of administrative or clerical employee.	Under supervision of manager, administrator, or head clerk.	Under broad supervision of executive or administrator.	Under supervision of executive or administrator for major department.
Gives Supervision:	None.	None.	Working supervision over small number of employees at moderate complexity.	Working supervision over small number of employees; work at higher complexity.	Supervision over branch or major functional area; typically supervises larger number of employees.
Knowledge, Ability, Skill:	Basic knowledge of operations and minimum skill.	Considerable knowledge of operations and moderate skill.	Considerable knowledge and skill in management principles.	Complete knowledge and skill in office management.	Complete knowledge and skill in office management.
Technical Ability:	Basic work routines. Basic data entry and typing.	Familiarization with standard work routines and computers and equipment. Standard computer applications.	Familiarization with standard work routines and computers and equipment. Works with more complex applications.	Procedural or systematic proficiency which may involve facility in the use of specialized equipment and applications.	Procedural or systematic proficiency which may involve facility in the use of specialized equipment and applications.