

Town Managers Manager's Job Classification Evaluation Criteria for Non-Union Positions

Guiding principles: Objectivity and Fairness

Classification of positions should be based on an objective evaluation of the work done by any person who might occupy those positions. The classification should be independent of any assessment of the particular individual who works, has worked, or may work in that position in the future.

A fair classification focuses exclusively on the function and activities required to be performed. Positions that involve the performance of the same or virtually the same functions and activities should be classified in a way that reflects the similarities of the positions. Positions that are materially different in terms of the functions and activities they involve should be classified in a way that reflects their differences.

Overview of the Ten Classification Factors

Factor 1, Knowledge Required by the Position

Factor 1 measures the nature and extent of information or facts that a worker 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. To be used as a basis for selecting a level under this factor, a knowledge must be required and applied.

Factor 2, Supervisory Controls

“Supervisory Controls” covers the nature and extent of direct or indirect controls exercised by the supervisor, the employee’s responsibility, and the review of completed work. Controls are exercised by the supervisor in the way assignments are made, instructions are given to the employee, priorities and deadlines are set, and objectives and boundaries are defined. Responsibility of the employee depends upon the extent to which the employee is expected to develop the sequence and timing of various aspects of the work, to modify or recommend modification of instructions, and to participate in establishing priorities and defining objectives. The degree of review of completed work depends upon the nature and extent of the review, e.g., close and detailed review of each phase of the assignment, detailed review of the finished assignment, spot-check of finished work for accuracy, or review only for adherence to policy.

Factor 3, Guidelines

This factor covers the nature of guidelines and the judgment needed to apply them. Guides used in General Schedule occupations include, for example, desk manuals, established procedures and policies, traditional practices, and reference materials, such as dictionaries, style manuals, engineering handbooks, and the pharmacopoeia.

Individual jobs in different occupations vary in the specificity, applicability, and availability of the guidelines for performance of assignments. Consequently, the constraints and judgmental demands placed upon employees also vary. For example, the existence of specific instructions, procedures, and policies may limit the employee's opportunity to make or recommend decisions or actions. However, in the absence of procedures or under broadly stated objectives, employees in some occupations may use considerable judgment in researching literature and developing new methods.

Guidelines should not be confused with the knowledge described under Factor 1, Knowledge Required by the Position. Guidelines either provide reference data or impose certain constraints on the use of knowledge. For example, in the field of medical technology, for a particular diagnosis there may be three or four standardized tests set forth in a technical manual. A medical technologist is expected to know these diagnostic tests. However, in a given laboratory the policy may be to use only one of the tests, or the policy may state specifically under what conditions one or the other of these tests may be used

Factor 4, Complexity and Comparability

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 originality involved in performing the work.

While the job classification used in other communities is not determinative, this factor is evaluated in in part by making comparisons to the work performed in other municipalities.

Factor 5, Scope and Effect

"Scope and Effect" covers the relationship between the nature of the work, i.e., the purpose, breadth, and depth of the assignment, and the effect of work products or services both within and outside the organization. Does the position's work output facilitate the work of others, provide timely services of a personal nature, or impact the adequacy of research conclusions?

The concept of effect alone does not provide sufficient information to properly understand and evaluate the impact of the position. The scope of the work completes the picture and allows consistent evaluations. Only the effect of properly performed work is to be considered.

Factor 6, Personal Contacts

This factor includes face-to-face contacts and telephone and radio dialogue with persons not in the supervisory chain. (NOTE: Personal contacts with supervisors are covered under Factor 2, Supervisory Controls.) Levels described under this factor are based on what is required to make the initial contact, the difficulty of communicating with those contacted, and the setting in which the contacts take place, e.g., the degree to which the employee and those contacted recognize their relative roles and authorities.

Factor 7, Purpose of Contacts

The purpose of personal contacts ranges from factual exchanges of information to situations involving significant or controversial issues and differing viewpoints, goals, or objectives. The personal contacts that serve as the basis for the level selected for this factor must be the same as the contacts that are the basis for the level selected for Factor 6.

Factor 8, Physical Demands

The “Physical Demands” factor covers the requirements and physical demands placed on the employee and those he or she supervises. This includes physical characteristics and abilities, e.g., specific agility and dexterity requirements, and the physical exertion involved in the work, e.g., climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling, or reaching. To some extent the frequency or intensity of physical exertion must also be considered, e.g., a job requiring prolonged standing involves more physical exertion than a job requiring intermittent standing.

Factor 9, Work Environment

The “Work Environment” factor considers the risks and discomforts associated with the work performed by the employee or those he or she is responsible for managing. This factor evaluates the physical surroundings, 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 in carrying out safety regulations and techniques.

Factor 10, Leadership Responsibilities

This factor is used in evaluating the job demands of a position as related to providing supervisory and disciplinary controls as was providing motivational and programmatic structural guidance to subordinates and colleagues.

Specific Criteria Evaluation Factors

Factor 1, Level 1-1

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;

OR

Skill to operate simple equipment or equipment that operates repetitively and requires little or no previous training or experience; OR Equivalent knowledge and skill.

Factor 1, Level 1-2

Knowledge of basic or commonly used rules, procedures, or operations that typically require some previous training or experience;

OR

Basic skill to operate equipment requiring some previous training or experience, such as keyboard equipment;

OR

Equivalent knowledge and skill.

Factor 1, Level 1-3

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;

OR

Skill, acquired through considerable training and experience, to operate and adjust varied equipment for purposes such as performing numerous standardized tests or operations;

OR

Equivalent knowledge and skill.

Factor 1, Level 1-4

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;

OR

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; interpreting results of tests based on previous experience and observations (rather than directly reading instruments or other measures); or extracting information from various sources when this requires considering the applicability of information and the characteristics and quality of the sources;

OR

Equivalent knowledge and skill.

Factor 1, Level 1-5

Knowledge (such as would be acquired through pertinent education, 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 elementary assignments, operations, or procedures;

OR

In addition to the practical knowledge of standard procedures in Level 1–4, practical knowledge of technical methods to perform assignments such as carrying out limited projects that involve use of specialized complicated techniques;

OR

Equivalent knowledge and skill.

Factor 1, Level 1-6

Knowledge of the principles, concepts, and methodology of a professional or administrative occupation as described at Level 1–5 that has been either (a) supplemented by skill gained through job experience to permit independent performance of recurring assignments, or (b) supplemented by expanded professional or administrative knowledge gained through relevant education or experience, that has provided skill in carrying out assignments, operations, and procedures that are significantly more difficult and complex than those covered by Level 1–5;

OR

Practical knowledge of a wide range of technical methods, principles, and practices similar to a narrow area of a professional field; and skill in applying this knowledge to such assignments as the design and planning of difficult, but well-precedented projects;

OR

Equivalent knowledge and skill.

Factor 1, Level 1-7

Knowledge of a wide range of concepts, principles, and practices of a professional or administrative occupation, such as would be gained through extended study or experience, and skill in applying this knowledge to difficult and complex work assignments;

OR

A comprehensive, intensive, practical knowledge of a technical field, and skill in applying this knowledge to the development of new methods, approaches, or procedures;

OR

Equivalent knowledge and skill.

Factor 1, Level 1-8

Mastery of a professional or administrative field to – apply experimental theories and new developments to problems not susceptible to treatment by accepted methods or make decisions or recommendations significantly changing, interpreting, or developing important public policies or programs;

OR

Equivalent Knowledge and Skill.

Factor 1, Level 1-9

Mastery of a professional field to generate and develop new hypotheses and theories; OR
Equivalent Knowledge and Skill.

Factor 2, Level 2-1

For both one-of-a-kind and repetitive tasks, the supervisor makes specific assignments that are accompanied by clear, detailed, and specific instructions.

The employee works as instructed and consults with the supervisor as needed on all matters not specifically covered in the original instructions or guidelines.

For all positions the work is closely controlled. For some positions, the control is through the structured nature of the work itself; for others, it may be controlled by the circumstances in which it is performed. In some situations, the supervisor maintains control through review of the work. This may include checking progress or reviewing completed work for accuracy, adequacy, and adherence to instructions and established procedures.

Factor 2, Level 2-2

The supervisor provides continuing or individual assignments by indicating generally what is to be done, limitations, quality and quantity expected, deadlines, and priority of assignments. The supervisor provides additional, specific instructions for new, difficult, or unusual assignments, including suggested work methods or advice on source material available.

The employee uses initiative in carrying out recurring assignments independently without specific instructions, but refers deviations, problems, and unfamiliar situations not covered by instructions to the supervisor for decision or help.

The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

Factor 2, Level 2-3

The supervisor makes assignments by defining objectives, priorities, and deadlines and assists the employee with unusual situations that do not have clear precedents.

The employee plans and carries out the successive steps and handles problems and deviations in the work assignments in accordance with instructions, policies, previous training, or accepted practices in the occupation.

Completed work is usually evaluated for technical soundness, appropriateness, and conformity to policy and requirements. The methods used in arriving at the end results are not usually reviewed in detail.

Factor 2, Level 2-4

The supervisor sets the overall objectives and resources available. The employee and supervisor, in consultation, develop deadlines, projects, and work to be done.

The employee, having developed expertise in the line of work, is responsible for planning and carrying out the assignment, resolving most of the conflicts that arise, coordinating the work with others as necessary, and interpreting policy on own initiative in terms of established objectives. In some assignments, the employee also determines the approach to be taken and the methodology to be used. The employee keeps the supervisor informed of progress and potentially controversial matters.

Completed work is reviewed only from an overall standpoint in terms of feasibility, compatibility with other work, or effectiveness in meeting requirements or expected results.

Factor 2, Level 2-5

The supervisor provides administrative direction with assignments in terms of broadly defined missions or functions.

The employee has responsibility for independently planning, designing, and carrying out programs, projects, studies, or other work. Results of the work are considered technically authoritative and are normally accepted without significant change. If the work should be reviewed, the review concerns such matters as fulfillment of program objectives, effect of advice and influence on the overall program, or the contribution to the advancement of technology.

Recommendations for new projects and alteration of objectives usually are evaluated for such considerations as availability of funds and other resources, broad program goals, or national priorities.

Factor 3, Level 3-1

Specific, detailed guidelines covering all important aspects of the assignment are provided to the employee. The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

Factor 3, Level 3-2

Procedures for doing the work have been established, and a number of specific guidelines are available.

The number and similarity of guidelines and work situations require the employee to use judgment in locating and selecting the most appropriate guidelines, references, and procedures for application and in making minor deviations to adapt the guidelines to specific cases. The employee may also determine which of several established alternatives to use. Situations to which the existing guidelines cannot be applied or significant proposed deviations from the guidelines are referred to the supervisor.

Factor 3, Level 3-3

Guidelines are available but are not completely applicable to the work or have gaps in specificity.

The employee uses judgment in interpreting and adapting guidelines, such as agency policies, regulations, precedents, and work directions for application to specific cases or problems. The employee analyzes results and recommends changes.

Factor 3, Level 3-4

Administrative policies and precedents are applicable but are stated in general terms. Guidelines for performing the work are scarce or of limited use.

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.

Factor 3, Level 3-5

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.

Factor 4, Level 4-1

The work consists of tasks that are clear-cut and directly related.

There is little or no choice to be made in deciding what needs to be done. Actions to be taken or responses to be made are readily discernible. The work is quickly mastered.

Factor 4, Level 4-2

The work consists of duties that involve related steps, processes, or methods.

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.

Factor 4, Level 4-3

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.

The work involves conditions and elements that must be identified and analyzed to discern interrelationships.

Factor 4, Level 4-4

The work typically includes varied duties that require many different and unrelated processes and methods, such as those relating to well established aspects of an administrative or professional field.

Decisions regarding what needs to be done include the assessment of unusual circumstances, variations in approach, and incomplete or conflicting data. The work requires making many decisions concerning such things as interpretation of considerable data, planning of the work, or refinement of the methods and techniques to be used.

Factor 4, Level 4-5

The work includes varied duties requiring many different and unrelated processes and methods that are applied to a broad range of activities or substantial depth of analysis, typically for an administrative or professional field.

Decisions regarding what needs to be done include major areas of uncertainty in approach, methodology, or interpretation and evaluation processes that result from such elements as continuing changes in program, technological developments, unknown phenomena, or conflicting requirements.

The work requires originating new techniques, establishing criteria, or developing new information.

Factor 4, Level 4-6

The work consists of broad functions and processes of an administrative or professional field. Assignments are characterized by breadth and intensity of effort and involve several phases pursued concurrently or sequentially with the support of others within or outside the organization. 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. The work requires continuing efforts to establish concepts, theories, or programs, or to resolve unyielding problems.

Factor 5, Level 5-1

The work involves the performance of specific, routine operations that include a few separate tasks or procedures.

The work product or service is required to facilitate the work of others; however, it has little impact beyond the immediate organizational unit or beyond the timely provision of limited services to others.

Factor 5, Level 5-2

The work involves the execution of specific rules, regulations, or procedures and typically comprises a complete segment of an assignment or project of broader scope. The work product or service affects the accuracy, reliability, or acceptability of further processes or services.

Factor 5, Level 5-3

The work involves treating a variety of conventional problems, questions, or situations in conformance with established criteria. The work product or service affects the design or operation of systems, programs, or equipment; the adequacy of such activities as field investigations, testing operations, or research conclusions; or the social, physical, and economic well-being of people.

Factor 5, Level 5-4

The work involves establishing criteria; formulating projects; assessing program effectiveness; or investigating or analyzing a variety of unusual conditions, problems, or questions. The work product or service affects a wide range of agency activities, major activities or industrial concerns, or the operation of other agencies.

Factor 5, Level 5-5

The work involves isolating and defining unknown conditions, resolving critical problems, or developing new theories.

The work product or service affects the work of other experts, the development of major aspects of administrative or scientific programs or missions, or the well-being of substantial numbers of people.

Factor 5, Level 5-6

The work involves planning, developing, and carrying out vital administrative or scientific programs.

The programs are essential to the missions of the agency or affect large numbers of people on a long-term or continuing basis.

Factor 6, Level 6-1

The personal contacts are with employees within the immediate organization, office, project, or work unit, and in related or support units;

AND/OR

The contacts are with members of the general public in very highly structured situations, e.g., the purpose of the contact and the question of with whom to deal are relatively clear. Typical of contacts at this level are purchases of admission tickets at a ticket window.

Factor 6, Level 6-1

The personal contacts are with employees in the same agency but outside the immediate organization. People contacted generally are engaged in different functions, missions, and kinds of work, e.g., representatives from various levels within the agency, such as headquarters, regional, district, or field offices, or other operating offices at the immediate installation;

AND/OR

The contacts are with members of the general public, as individuals or groups, in a moderately structured setting. For example, the contacts generally are established on a routine basis, usually at the employee's work place; the exact purpose of the contact may be unclear at first to one or more of the parties; and one or more of the parties may be uninformed concerning the role and authority of other participants. Typical of contacts at this level are those with persons seeking airline reservations or with job applicants at a job information center.

Factor 6, Level 6-3

The personal contacts are with individuals or groups from outside the employing agency in a moderately unstructured setting. For example, the contacts are not established on a routine basis; the purpose and extent of each contact is different; and the role and authority of each party is identified and developed during the course of the contact. Typical of contacts at this level are those with people in their capacities as attorneys; contractors; or representatives of professional organizations, the news media, or public action groups.

Factor 7, Level 7-1

The purpose is to obtain, clarify, or give facts or information regardless of the nature of those facts; i.e., the facts or information may range from easily understood to highly technical.

Factor 7, Level 7-2

The purpose is to plan, coordinate, or advise on work efforts, or to resolve operating problems by influencing or motivating individuals or groups who are working toward mutual goals and who have basically cooperative attitudes.

Factor 7, Level 7-3

The purpose is to influence, motivate, interrogate, or control persons or groups. The persons contacted may be fearful, skeptical, uncooperative, or dangerous. Therefore, the employee must be skillful in approaching the individual or group in order to obtain the desired effect, such as gaining compliance with established policies and regulations by persuasion or negotiation, or gaining information by establishing rapport with a suspicious informant.

Factor 7, Level 7-4

The purpose is to justify, defend, negotiate, or settle matters involving significant or controversial issues. The work usually involves active participation in conferences, meetings, hearings, or presentations involving problems or issues of considerable consequence or importance. The persons contacted typically have diverse viewpoints, goals, or objectives

Factor 8, Level 8-1

The work performed by the employee AND those he or she supervises is sedentary. Typically, the employee and his or her subordinates sit comfortably to do their work. However, there may be some walking; standing; bending; carrying of light items, such as papers, books, or small parts; or driving an automobile. No special physical demands are required to perform the work.

Factor 8, Level 8-2

The work performed by the employee OR those he or she supervises requires some physical exertion, such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching, or similar activities; or recurring lifting of moderately heavy items, such as typewriters and record boxes. The work may require specific, but common, physical characteristics and abilities, such as above average agility and dexterity.

Factor 8, Level 8-3

The work performed by the employee, OR those employees he or she supervises, requires considerable and strenuous physical exertion, such as frequent climbing of tall ladders, lifting heavy objects over 50 pounds, crouching or crawling in restricted areas, and defending oneself or others against physical attack.

Factor 9, Level 9-1

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.

Factor 9, Level 9-2

The work performed by the employee AND/OR those he or she supervises 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.

Factor 9, Level 9-3

The work performed by the employee AND/OR those he or she supervises 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 mob conditions, or similar situations where conditions cannot be controlled.

Factor 10, Level 10-1

The employee is responsible for understanding and internalizing goals and objectives established elsewhere in the organization. The position is not generally responsible for enforcing discipline.

Factor 10, Level 10-2

The employee is responsible for contributing to the establishment of goals and objectives that impact his or her division or department. The employee is responsible for effectively conveying those goals and objectives to subordinates within the division or department. The employee is

responsible for developing systems of measurement and motivation to ensure that the divisional or departmental goals and objectives are met. The position is responsible for enforcing discipline within a division or department with fewer than six employees.

Factor 10, Level 10-3

The employee is responsible for contributing to the establishment of goals and objectives that impact the entire Town government. The employee is responsible for effectively conveying those goals and objectives to subordinates within the division or department as well as providing input and guidance on how organizational goals and objectives can be more broadly conveyed. The employee is responsible for developing systems of measurement and motivation to ensure that the divisional or departmental goals and objectives are met. The employee contributes to the establishment of systems of measurement and motivation to ensure that organization-wide goals and objectives are met throughout the Town government.

The position is responsible for enforcing discipline within a division or department with more than six employees.

Manager's Classification Evaluation Sheet

Position Title: _____

Factor 1, Knowledge Required by the Position: Level: _____

Factor 2, Supervisory Controls: Level: _____

Factor 3, Guidelines: Level: _____

Factor 4, Complexity: Level: _____

Factor 5, Scope and Effect: Level: _____

Factor 6, Personal Contacts: Level: _____

Factor 7, Purpose of Contacts: Level: _____

Factor 8, Physical Demands: Level: _____

Factor 9, Work Environment: Level: _____

Factor 10, Leadership Responsibilities: Level: _____

Evaluation Narrative: (TO BE ATTACHED).