A Comparative Analysis Of Position Classification Practices In Public Personnel Management And Application To The City Of Albuquerque Plan.

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This thesis, directed and approved by the candidate’s committee, has been accepted by the Graduate Committee of The University of New Mexico in partial fulfillment of the requirements for the degree of

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A COMPARATIVE ANALYSIS OF POSITION CLASSIFICATION PRACTICES IN PUBLIC PERSONNEL MANAGEMENT AND APPLICATION TO THE CITY OF ALBUQUERQUE PLAN

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A COMPARATIVE ANALYSIS OF POSITION CLASSIFICATION PRACTICES
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TO THE CITY OF ALBUQUERQUE PLAN

BY
Arthur Robert Cannady, III

THESIS
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May, 1974
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ABSTRACT OF THESIS

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The University of New Mexico, 1974

Abstract

It is of utmost importance that an agency provide for its employees a structured, uniform method of evaluating jobs while maintaining a viable classification plan.

This thesis centralizes on the City of Albuquerque's classification plan which is not meeting the needs for which it was devised. Due to the lack of cohesive control and inherent weaknesses in the existing system, a complete re-evaluation of the system is necessary and desirable. Recognizing this need, this writer provides the reader with an extensive background into the more common methods of position classification systems in use today, advantages and disadvantages of each system, and a wealth of resource information from some of the most noted authors in the field.

The problem is identified and discussed, and the material is presented in such a way that the reader may judge the value of the existing rank order system. Three agencies; the Federal Civil Service Commission's, the State of New Mexico's,
and the City of Albuquerque's classification systems are briefly examined relative to the approaches used by each in delineating job relationships between and within series. Parallels are developed between the systems, and relevant points are studied as each organizational strength is encountered.

In the concluding chapter this writer presents a numeric/degree factoring plan of analysis, specifically designed for the City of Albuquerque, which will fulfill the needs of the present organization while providing that elusive measure of stability necessary during rapid growth and expansion.
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A COMPARATIVE ANALYSIS OF POSITION CLASSIFICATION PRACTICES IN PUBLIC PERSONNEL MANAGEMENT AND APPLICATION TO THE CITY OF ALBUQUERQUE PLAN

Introduction

As an organization expands and grows, it is the responsibility of the elected or appointed managerial staff to provide the policy and goal direction necessary for governing employee welfare and protection. Frequently, during this period of rapid growth and development, traditional approaches to solving problems may no longer prove to be efficient in a viable organization. When this occurs, as with the City of Albuquerque, a new, innovative approach must be taken to correct organizational deficiencies.

This thesis centralizes on the present City of Albuquerque's classification plan; a system which is not meeting the needs of the member agencies and employees for which it was devised and intended to protect, vis-à-vis the Merit System Ordinance.

The first chapter will involve an extensive literature review of the history, development, and implementation of the more common classification systems in use by personnel specialists today. Emphasis centers on the inequities and strengths of each of the various systems and equates each against the
objectives of a viable classification plan.

Chapter two will involve a discussion of the problem. The City of Albuquerque began with a point rating system of job evaluation but has, through the years, evolved to a rank order method of analysis, which this writer feels does not effectively measure task elements or optimize position relationships.

In the third chapter, three agencies have been identified and selected for this study; the Federal Civil Service Commission, the State of New Mexico, and the City of Albuquerque. Each system has had years to perfect procedures indigenous to the unique problems inherent in each agency. Agencies to be examined were chosen from the public sector due to the parallel commitments of providing essential services, yet maintaining analogous positions between component organizations. Similarities and differences will be drawn between each system and the discussion will center on (1) types of jobs evaluated, (2) general approaches to job analysis, and (3) method of utilization and implementation of classification material garnered through job research.

In the fourth and concluding chapter of this paper, a numeric/degree factoring plan of analysis, specifically designed for the City of Albuquerque, is developed and is presented by this writer.
DEFINITIVE TERMS

The following definitions will provide the background necessary in deciphering the more intricate terms used in this paper.

Element-
Smallest step to which a work may be subdivided without analyzing separate motions, movements, and mental processes.

Task-
One or more elements and is one of the distinct activities that constitute logical and necessary steps in performance of the work.

Position-
A collection of tasks constituting the total work assignment of a single worker.

Mixed Positions-
Two types of jobs which combine two or more unrelated tasks on one job or two or more unrelated higher or lower tasks.

Job-
Group of positions which are identical with respect to their major or significant tasks and sufficiently alike to justify their being covered by a single analysis; one particular work assignment.

Class-
Group of positions with similar duties and responsibilities to be given the same (1) title, (2) education and experience requirements, (3) tests of fitness, and (4) salary range.

Broad Class-
Larger scope of responsibilities under one general title, i.e., account clerk.

Narrow Class-
Smallest scope of responsibility usually limited to one title, i.e., payroll clerk, single-number clerk, or budget clerk.
Class Title-
A definite, descriptive designation for a class and all positions of the class.

Class Specification-
A written description of the essential characteristics of the class and the factors and conditions that separate it from other classes.

Series of Classes-
Two or more classes that are similar as to line of work but differ as to level of responsibility and difficulty.

Occupational Group-
Term applied to a subdivision of a service embracing two or more classes or several series in the same occupation, profession, activity, or field of endeavor.

Service-
Grouping of classes on broad line according to the general character of the duties.

Classification Survey-
Process of studying jobs to get the information needed to classify them.

Job Analysis-
Process of determining by observation and study, pertinent information relating to a specific job.

Job Identification-
Distinguishing characteristics which make one job unique to another to include the identifying of all tasks encompassed on the job.

Job Analysis Formula-
Technique of discovering facts so that the tasks may be defined more precisely along with the worker qualifications necessary for performance on the job.

Task Identification-
Technique of identifying and dividing of worker functions into manageable units of work yet capable of being analyzed for their relative complexity.

Task Analysis-
Technique used for the examination and evaluation of work unit outputs and the determining of their exact nature and scope along with their technical and instructional content.
Task Validation-
  Technique of ascertaining the correctness of task data
  by cross check and verification of information.

Intermittent Tasks-
  Tasks which are performed occasionally on the job.

Critical Tasks-
  Tasks performed in logical sequence to assure successful
  completion of an activity.

Job Restructuring-
  Process of redesigning and redistribution of the work
  force to maximize job scope and job options.

Grade-
  A definite bracket or cell distinguishing the levels of
  work.

Job Classification-
  The arrangement of jobs having similar characteristics
  into logical groups and subgroups.

Job Description-
  A written report delineating the duties, responsibilities,
  and conditions attendant to the job.

Job Specification-
  A job description to which has been added the skill,
  effort, responsibility, and work condition requirements
  necessary to the fulfillment of the work assignment.

Job Title-
  A distinctive, designative term for a particular job.
CHAPTER I

JOB ANALYSIS

A Brief View of the Origin and History of Job Analysis

Primitive attempts at job analysis can be traced as far back as to the middle ages where we find breakdowns in the industrial trades; the apprentice, helper, journeyman, and master. It was not until the advent of the mechanistic age that we began to see mass production, increased specialization, and a movement toward distinction between wages and worker productivity.

In 1881 Frederick W. Taylor, one of the pioneers of scientific management, conducted time and motion studies at Midvale Steel Company. Taylor listed the steps necessary for production of a single unit and timed each step; his purpose was to determine a standard time for production. 1

Taylor insisted that "management problems should be studied thoroughly and objectively--that an analytical, inventive effort should be made to find 'the one best way'"

rather than rely on tradition."\(^2\) Taylor's scientific approach remained relatively obscure until early in the twentieth century when management began to recognize the importance of his work and incorporate his ideas.

Between the years of 1909 and 1912 an inventive job study, used for job classifying, rating, hiring, transferring and promotion came into being. This was originated by E. O. Griffenhagen for the municipal service in Chicago—at The Commonwealth Edison Company. It was later carried to similar companies, government offices, etc., whose work forces employed large clerical forces.\(^3\) A printed schedule of all positions, with minimum and maximum wage rates was devised. Intermediate wage rates were set up within these parameters. This concept was one of the first steps toward the establishment of an equitable wage system, but it still lacked on-the-job analysis.

It was not until 1920 that the National Personnel Association came up with a definition of job analysis: "Job analysis is that process which results in establishing the component elements of a job and ascertaining the human qualifications necessary for its successful performance."\(^4\) Hence,  


from this we had the first, broad, primitive definition of job analysis.

In 1924 Merrill R. Lott developed the first point method of evaluation. His original fifteen factors or work characteristics, shown on the following page, although simple by today's standards, did lay the foundation for meeting future needs and provided the fuel for subsequent analysis systems.5

 Shortly before Merrill Lott initiated his point method of evaluation the Bureau of Personnel Research at Carnegie Institute of Technology developed the first grade or classification method of analysis in 1922.6

By 1926 two more methods for rating jobs had been developed. The first involved the ranking of jobs in the order of their relative difficulty or value to the organization and the second and last method was developed by Eugene L. Benge, at the Philadelphia Rapid Transit Company, which encompassed a factor-comparison method of evaluating jobs.7

Throughout the 1920's and early 1930's bickering and confusion persisted as to the one definitive meaning of what job analysis really was. It was not until 1931 that E. O. Griffenhagen gave us the following:


7Lanham, Job Evaluation, p. 8.
<table>
<thead>
<tr>
<th>GENERAL CHARACTERISTIC</th>
<th>ORIGINAL FIFTEEN JOB CHARACTERISTICS</th>
</tr>
</thead>
</table>
| Skill                  | Time usually required to become highly skilled in an occupation.  
                          | Time usually required for the skilled person in the occupation to become adapted to the employer's needs.  
                          | Educational requirements of an occupation.  
                          | Degree of skill, manual dexterity, and accuracy required.  |
| Effort                 | Necessity of constantly facing new problems, variety of work.  
                          | Physical effort required.  
                          | Monotony of work.  |
| Responsibility         | Money value of parts worked on--possible loss to company through personal errors, unintentional.  
                          | Dependence that must be placed upon the integrity and honesty of effort of the employee.  |
| Working Conditions     | Cleanliness of working conditions.  
                          | Exposure to health hazard.  
                          | Exposure to accident hazard.  |
| Factors Considered     | Number of men employed in an occupation in the locality--the labor supply.  
                          | Possibility of an employee locating with another company with a similar earning capacity.  
                          | Prevailing rate of pay in locality.  |
| Extraneous             |                                      |

Where it is difficult to describe the common characteristics of a group of positions that are to be allocated to the same class in the process of classification, it is often possible to adopt the expedient of explaining the kind of ability, kind of experience, kind of skills, etc., that a person qualified to handle the work must possess. The first step in the process of classification is, therefore, to learn all that is practical to learn regarding the duties of each position in the service. The term job analysis, if it is to persist, ought to be restricted to this process.8

Prior to the 1930’s a few companies were experimenting with elementary forms of job analysis. During the 1930’s, however, we saw the first mature efforts at establishing viable classification systems. Labor groups, through collective bargaining pressure, forced wage levels upward. Neither management nor unions alike were able to enter into collective bargaining effectively due to the lack of an established system of wage determination.

The Fair Labor Standards Act of 1938, which set minimum wages for certain specified groups, focused further attention on the problems involved in rate setting.9 This act created further inequities because it failed to adequately adjust the upper end of the scale.

Several significant changes occurred during World War II to increase the popularity of job analysis. Many new occupations were developed along with new production methods. During the war years there was a severe shortage of available manpower; thus, management found it necessary to secure a

8Lytle, Job Evaluation Methods, p. 107.

9Lanham, Job Evaluation, p. 9.
measure of worth for their jobs in order to compete in the labor market. This emphasis can be reflected in the Wage and Salary Stabilization Law of 1942 which stated in part that:

The National War Labor Board shall not approve any increase in the wage rates prevailing on September 15, 1942 unless such increase is necessary to correct mal-adjustments or inequities or to aid in the effective prosecution of the war.\textsuperscript{10}

To give an idea of the total breadth and scope of job analysis during the 1950's, a series of surveys were conducted to determine the usage of job evaluation as well as the practices and procedures followed in installing job evaluation plans. Replies from 1265 organizations were received.\textsuperscript{11} The results are graphed on the following page.

Of the organizations surveyed, 559 either had or had been considering the implementing of a formal job evaluation program; 706 organizations did not and were not contemplating such a move.\textsuperscript{12}

Bringing us to more modern techniques of job evaluation, two new innovative approaches are outlined in the sixth edition of the Municipal Personnel Administration series. The first includes the quantitative approach to job evaluation as opposed to the qualitative approach. The traditional position classification approach seeks to establish grade

\textsuperscript{10} Patton and Smith, \textit{Job Evaluation}, p. 6.
\textsuperscript{11} Lanham, \textit{Job Evaluation}, p. 10.
\textsuperscript{12} \textit{Ibid.}, p. 11.
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<td>Insurance</td>
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<tr>
<td>Installing a formal plan at present time</td>
<td>11</td>
</tr>
<tr>
<td>Definitely planning to install a formal plan in the near future</td>
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</tr>
<tr>
<td>Considering possibility of installing a formal plan</td>
<td>3</td>
</tr>
<tr>
<td>No job evaluation program in effect or plan to install</td>
<td>19</td>
</tr>
<tr>
<td>Informal plan now in effect.</td>
<td>4</td>
</tr>
<tr>
<td>Plan formerly in effect but discontinued</td>
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<td></td>
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<th>Municipalities</th>
<th>Utilities</th>
<th>Oil</th>
<th>Railroads</th>
<th>Wholesaling</th>
<th>Total</th>
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<td>193</td>
<td>75</td>
<td>28</td>
<td>120</td>
<td>1,265</td>
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levels for purposes of setting pay through a qualitative comparison of duties and responsibilities and the subsequent grouping of like positions in classes. Through job evaluation, quantitative ratings for each job are given independent factors to measure, i.e.; skill, responsibility, physical effort, mental effort, and working conditions. Each of these factors are given a weight in terms of total points. For example, "skill" may contain a maximum of 90 points whereby "physical effort" may have a maximum of 50. The point scores for each position are totalled and the total point rating is then converted to a grade level which has a specific salary range.\(^\text{13}\)

Another approach, which is used in European Civil Service Systems, is the "rank-in-the-job" approach to position classification. Although there are wide differences in detail, the military service, academic profession, and the foreign service have adopted variations in this approach. For example, a teacher performs the same function when he is promoted to an associate professor as he did as an assistant professor; a major maintains the same rank, privileges, and pay status whether assigned as adjutant of a field battalion, aide to a lieutenant-general, or is ordered to school for special training.\(^\text{14}\)


\(^{14}\)Ibid., p. 51.
Throughout the relatively short history of job evaluation systems, change has been slow. In evidence today are primarily modifications of existing systems rather than clean, fresh, new approaches to this age-old problem of "equal work for equal pay." More research is being conducted yearly combining personnel theory and practice with the aim of the development of a viable classification plan.

Objectives of Job Evaluations

In the administration of fair and equitable collective bargaining policies for management and the worker it is necessary to define objectives of a job evaluation program. The ultimate aim, of which, will be the development of a viable, manageable, and honest, straightforward plan depicting inequities in existing plans and the initiation of a system where goals of management and the employee may be assessed and reviewed.

One of the most important objectives is to provide factual data so that the general worth of a job or jobs may be determined. This obvious advantage is to provide a base with which jobs may be applied. A system devoid of a job analysis program may have inherent inequities, for example, a secretary making $350 a month, a truck driver making $475 a month, and an administrative assistant making $450 a month. Thus, the beginning step is to identify these problem areas and start an immediate analysis of the entire system.

15Lanham, Job Evaluation, p. 5.
Once established, management will be able to establish correct differentials for all jobs within the agency and parity may be established with neighboring organizations for competition in personnel procurement. New jobs can then be brought into perspective with existing jobs.

Another objective of a job evaluation program is to provide a framework for review and maintenance of wages, salaries, and relative positions. Thus, management will be better able to plan and control more closely its payroll costs.

Through a strong job evaluation program management may establish sound wage foundations through which incentive and bonus programs can be established.

The techniques gleaned through a strong evaluation approach will train supervisory and managerial personnel in the development of more objective approaches to employee mobility. One by-product would be the elimination of seniority in promotion where by itself it would not qualify an employee for promotion.

Through an effective job evaluation program we can use it for:

a. Hiring new employees
b. Determining promotional qualities
c. Determining lines of promotion

17 Ibid., p. 12.
18 Lytle, Job Evaluation Methods, p. 7.
19 Patton and Smith, Job Evaluation, p. 17.
d. Rehiring old employees after a lay off or a leave of absence

e. Determining whether or not employees are qualified for their jobs

f. Placing men in the best jobs available

g. Conserving skill through a revamping of jobs

h. Revealing opportunities for technological improvement

i. Improving working conditions

j. Eliminating hazards

k. Delineating lines of authority and promotion.

A most important goal of job evaluation would be the creation of a method whereby union officials and management could deal with important issues during negotiations.21

Another desirable objective would be the reduction of the number of grievances and turnover statistics resulting from wage inequities, promotions, transfers, training, etc.22

All of the aforementioned objectives serve as a guide to union officials, management and supervisory personnel, and the employee work force.

A good job evaluation program is consistent and it provides for all concerned a predetermined basis with which the more frequently volatile questions can be resolved and it serves as a base from which effective employer-employee relations may be developed and expanded.

Principle Methods of Job Evaluation

The construction of a new system, or the modification of an existing system, requires a thorough familiarity with

20 Patton and Smith, Job Evaluation, p. 17.


22 Lanham, Job Evaluation, p. 5.
the various systems in practice and their applications.

The first of the four major methods of job evaluation which will be discussed is the job ranking method. This was one of the first rating systems to develop as well as one of the most widely used in its time. Under this system jobs are arranged sequentially in order from the highest to the lowest relative to their importance to the organization. The obvious advantages and disadvantages are as follows:

Disadvantages:

No one committee member is likely to be familiar with all the jobs.
Appraising each job as a whole does not allow any analysis and cannot be expected to give accurate measures of worth.
The ranking itself is likely to be influenced by the magnitude to existing rates.
Equal differentials are usually assumed between adjacent ranks and that assumption is frequently incorrect.
Very liberal range limits must be provided to correct bad guesses.

Advantages:

It is the simplest of all procedures and therefore takes little time or paper work; direct cost of the application is negligible.
It can eliminate personalities and thereby be superior to old fashioned rate setting.
If checked with outside standard job descriptions, it can give a practical but rough job classification. If that is the main objective, this is the quickest way to establish it.
It is practical although crude and avoids any hypocrisy of seeming to be scientific.23

In applying a technique approach to the job ranking method a job description must be prepared for each job, to include, job specifications and worker qualities necessary to

23 Lytle, Job Evaluation Methods, pp. 33-34.
adequately perform the job. A sample description of a payroll clerk is shown on the following page.

It is readily evident that in this method the description is absolutely necessary before a secure basis for job evaluation can be obtained. Before implementing this method the analyst identifies the job in the series with the least requirements and characteristics necessary to perform the job and place this job description at the lowest rank position. The analyst may then take one of two approaches—identify the next lowest ranked position and place it in sequence above the lowest or, identify the position with the highest requirements and place it in the highest rank position, proceeding on to rank the remaining positions in relative sequential order.\textsuperscript{24}

The following table lists the rank order from highest to lowest of seven jobs in a given series.

<table>
<thead>
<tr>
<th>Rank</th>
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<tr>
<td>1 (highest)</td>
<td>Administrative coordinator</td>
</tr>
<tr>
<td>2</td>
<td>Secretary II</td>
</tr>
<tr>
<td>3</td>
<td>Secretary I</td>
</tr>
<tr>
<td>4</td>
<td>Clerk/Typist II</td>
</tr>
<tr>
<td>5</td>
<td>Clerk/Typist I</td>
</tr>
<tr>
<td>6</td>
<td>Clerk I</td>
</tr>
<tr>
<td>7 (lowest)</td>
<td>Clerical Aides</td>
</tr>
</tbody>
</table>

\textsuperscript{24}Otis and Leukart, \textit{Job Evaluation}, p. 74.
NAME: ___________________________ INTERVIEW DATE: 12-10-42

LOCATION: Comptroller's Office

APPROVAL DATES:

SECTION: Comptroller's Office
Worker: 12-12-42

Dir. Supervisor: 12-14-42

Department Head: 12-16-42

PRES. TITLE: Payroll Clerk

DESCRIPTION WRITTEN: 12-11-42

DIR. SUPERVISOR: Asst. Comptroller

DEPARTMENT HEAD: Comptroller

JOB ANALYST:

SENSE DESCRIPTION: Under general supervision maintains records of employee classification and prepares payrolls from time cards, including preparing classification card, checking, verifying, listing, typing and running tapes.

DETAILED DESCRIPTION OF JOB:
Machine equipment used includes typewriter.
Perform the following operations in connection with the preparation of payroll:

1. Receive approved Personnel Action or letter of Appointment.

2. Prepare index card from Personnel Action or letter of Appointment; file index cards in classification file; file Personnel Action or letter of Appointment alphabetically.

3. Verify employee's reporting date by phone with section supervisor of worker.

4. At close of payroll period receive two copies time card from official supervisor of worker and check same against classification file.

5. Transcribe time card data to time-sheet spread separating normal and overtime and extending to total earned for period.

6. Run tape on time card and check against time-sheet spread.

7. Check time card and time-sheet spread for correctness of daily entries, rates paid and total hours worked.

8. Run tape on yellow copy and check against individual items copied.

9. Prepare one typed original and three carbon copies of time-sheet spread; run tape of typed copy; and check against time-sheet spread.

60% Typing
5% Filing
20% Computation
20% Calculation
15% Posting
15% Checking
100% Misc. Clerical
10. Following examination of typed copy by business office, type salary check from white copy with exception of portion to be completed by Check Writer.

11. Balance total of checks against typed copy.

12. Transmit checks to business office for signatures and distribution.

Perform sundry clerical tasks during slack periods where needed in assigned or other section such as checking, typing, filing, etc.

Another variation may encompass the use of two or more analysts; the purpose of which is to secure two readings on a particular job and the averaging of the results. The following table, using the same series, depicts this method:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Personnel Analyst I</th>
<th>Personnel Analyst II</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Coordinator</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Secretary II</td>
<td>2</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Secretary I</td>
<td>3</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Clerk/Typist II</td>
<td>5</td>
<td>6</td>
<td>5.5</td>
</tr>
<tr>
<td>Clerk/Typist I</td>
<td>6</td>
<td>4</td>
<td>5.0</td>
</tr>
<tr>
<td>Clerk I</td>
<td>4</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Clerical Aide</td>
<td>7</td>
<td>7</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Additional analysts may assist in determining the validity of the rank order or they may be used to perform job site studies in the field.

Ranking can be accomplished using a card method. These cards contain the title of the job and may or may not contain a brief description of the work. The analyst thoroughly familiarizes himself with each description, sets them aside, and ranks each card in order. This elaborate method is best utilized where many jobs are evident and distinguishing rank order characteristics are difficult to identify because of volume.25

In the preceding methods the analyst compares all jobs

25 Ibid., p. 74.
and ranks them in the order of their importance. As the number of positions increase; however, it becomes exceedingly difficult if not impossible to accomplish this task. Hence, the method of paired comparison was developed to counteract deficiencies in the ranking method.

Using the paired comparison procedure, each job is paired with other jobs in a given series being rated. The analyst then selects one of two jobs which he feels is more difficult to perform. This way only two jobs must be kept in mind at one time instead of having to remember the entire series. An example of a paired comparison rating system is shown on the following page.

When the analyst has completed his ranking, he tallies the number of rankings relative to their difficulty. As is shown by the chart, the job underscored most often is ranked first, the job underscored least often is ranked last. The remaining jobs are placed in sequential order.

The ratings would then be summarized as follows:

<table>
<thead>
<tr>
<th>Job</th>
<th>Number of Times Judged More Difficult</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Clerk</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Mail Order Clerk</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Refund Clerk</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Transfer Clerk</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Adjuster</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Collection Clerk</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>


---

An Example of the Paired Comparison Rating

INSTRUCTIONS: In each of the pairs of jobs listed below, underline the job which you believe is more difficult and should receive the higher wage. Please be sure to make a choice for each pair even though it may be hard to distinguish between the difficulty level of the two jobs.

Information Clerk .......... Mail Order Clerk
Mail Order Clerk .......... Adjuster
Collection Clerk .......... Transfer Clerk
Refund Clerk .......... Information Clerk
Collection Clerk .......... Mail Order Clerk
Adjuster .......... Collection Clerk
Information Clerk .......... Collection Clerk
Transfer Clerk .......... Adjuster
Information Clerk .......... Transfer Clerk
Refund Clerk .......... Transfer Clerk
Mail Order Clerk .......... Refund Clerk
Refund Clerk .......... Collection Clerk
Transfer Clerk .......... Mail Order Clerk
Adjuster .......... Refund Clerk
Adjuster .......... Information Clerk

Source: Otis and Leukart, Job Evaluation, p. 76.
What has been covered thus far is merely ranking by departmental or sub-group unit. The next step is to combine departmental or group rankings into one single rank set for the entire organization. An example of how this may be accomplished is as follows:

**WORK SHEET FOR COMPARING DEPARTMENTAL RANKINGS**

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td>1</td>
<td>New-Account Clerk Billing Clerk</td>
</tr>
<tr>
<td>2</td>
<td>Junior Key-punch Operator Cash Clerk Junior Tabulating-machine Operator</td>
</tr>
<tr>
<td>3</td>
<td>Verifier Operator Disbursement Clerk</td>
</tr>
<tr>
<td>4</td>
<td>Key-punch Operator Junior Accountant Bookkeeping-machine Operator</td>
</tr>
</tbody>
</table>


Departmental rankings are reviewed by an evaluative team or committee which reviews key job elements and re-searches alignments horizontally. If discrepancies appear in the first rank order, then those jobs which appear to be ranked at too high a level may revert to a lower ranking.
Each rank is then evaluated similarly with adjustments made at each level. After final analysis the jobs are put in sequential order depicting the organizational strength.  

If large numbers of jobs are reviewed, then rankings may be done through a functional classification system. One example is as follows:

FUNCTIONAL WORK SHEET FOR COMPARING JOB RANKINGS

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Source: Lanham, *Job Evaluation*, p. 64.

As soon as a relationship has been established within a given series, it is projected on the organization as a whole. As vertical and horizontal positions are adjusted, the outcome reflects the relative worth of all jobs to that organization.

A second major method of job evaluation is the pre-determined grading or classification method of analysis. In this method the jobs being evaluated are separated into

grades or classes which, in themselves, have been predeter-
mined and arranged by skill levels from the most to the least
important. The advantages and disadvantages are as follows:

The advantages of the pre-determined grading method
lie in its simplicity and the speed with which jobs can
be evaluated. Being simple, the method lends itself
well to explanation to employees and, therefore, makes
the problem of selling the plan easier. Little time and
effort are involved, and direct cost of installation and
maintenance is at a minimum. It is an improvement over
rate setting by fiat in that it has some semblance of
system and can eliminate the consideration of personali-
ties.

The disadvantages of the method outweigh the advantages,
however. The wide range of job characteristics within
a given plan makes the defining of grades a problem
unless broad generalities are used, in which case negoti-
tiation of assignment of jobs to grades often bogs down.
Blanket judgment is passed on jobs, and an error in
slotting a job into a grade may set a precedent that may
result in severe distortion of the wage structure. The
appraisal of jobs as a whole precludes analysis and,
therefore, accurate worth determination. Experience has
also shown that there is a strong tendency for this
method to perpetuate existing inequities, for in many
cases the grade into which a job is placed is determined
by the rate of the person on the job.28

One of the foremost examples of a predetermined grad-
ing system is Westinghouse Electric Corporation’s grading
of salaried employees. This plan incorporates seven grades,
ranging from office boy, at the lowest level, to senior
policy-making officers at the highest. The grades and their
definitions are as follows:

Grade 1. Unskilled

The positions of this group, mostly clerical in chara-
cter, require accuracy and dependability but no extended
training. Office boy, record clerk, and file clerk.

Grade 2. Skilled

The positions of this group, mostly clerical in character, require training of hand or mind. The group includes such positions as stenographer, production clerk, detail draftsman, and ledgerman. Among the nonclerical positions of this group are laboratory assistant, power-plant operator, and demonstrator.

Grade 3. Interpretive

The positions of this group call for ability to classify work and apply established procedures to its accomplishment. Many of the positions are clerical, such as correspondents; but others are nonclerical, such as foremen, laboratory assistants, and layout draftsmen.

In most positions of this group the work is nonsupervisory and involves little or no substantial amount of work of the same kind as that done by those supervised. Illustrations are chief clerk, office manager, foreman.

Grade 4. Creative

The positions of this group are those of a creative character such as engineer, salesman, staff-supervisor, attorney, system designer, and working group leader and section supervisor within these fields of activity.

Grade 5. Executive

The positions of this group are those of department manager, local sales manager, superintendent, general foreman, and the assistant managers and superintendents of large departments. The function is that of departmental management in a broad sense.

Grade 6. Administrative

The positions of this group involve responsibilities of large magnitude or over-all character or for mixed functional division, such as division manager, district sales manager of high-order functional character, such as accounting director, chief or consulting engineer, director of research, treasurer, general manager of purchases and traffic, and general works manager.

Grade 7. Policy

The positions of this group are those of the senior elected policy officers of the company. 29

The inherent strengths found in this method are more intricate than that established by the ranking method. The organization first determines what jobs or types of positions are to be evaluated. The traditional breakdown of jobs into labor, skilled, clerical, inspector and supervisory series may not cover the entire range of jobs to be evaluated. Further definitive categories, i.e., creative, technical, administrative, etc., may be necessary to more specifically define these types of positions.30

A second difficulty is the determination of the range or level of jobs to be studies. Those jobs at the lowest levels usually require fewer grades than those in the supervisory and administrative levels. The number of grades in a given system may range from as few as five to as many as thirteen classes.

The determination of the number of grades to be used in the grade-description method depend on the following factors:

1. Type of job included
2. Range of salary or wage
3. Range of job skills
4. Company upgrading policy
5. Policy of promotion within a grade
6. Collective bargaining considerations
7. Tradition in the industry31

Probably the most important ingredient in the success of this system is the initiation of an accurate job descrip-

30Lanham, Job Evaluation, p. 66.
31Otis and Leukart, Job Evaluation, p. 91.
tion for each job. Comparable grade levels must be established from these job descriptions. With some variation, the following areas are usually covered on a good description:

1. Type of work and complexity of duties
2. Education necessary for performing the job
3. Experience necessary for performing the job
4. Supervision given and received
5. Responsibilities
6. Effort demanded

The primary purpose of these descriptions are to bind jobs together which have similar worth and difficulty. Scales are developed on job classes shown by the following illustration:

**CLERICAL EMPLOYEES**

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Routine clerical work such as typing; simple repetitive calculations; work under close supervision following definite rules.</td>
</tr>
<tr>
<td>C-2</td>
<td>Secretarial and advanced clerical work in which substantial judgment, discretion, and initiative are involved.</td>
</tr>
<tr>
<td>C-3</td>
<td>Supervision of three or more persons doing C-1 or C-2 work; substantial knowledge of some specialized field such as accounting; complicated calculations.</td>
</tr>
</tbody>
</table>

**SHOP AND SERVICE EMPLOYEES**

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
</table>
| S-1   | Repetitive work under immediate supervision and involving no unusual hazard or extra effort; requires no previous training.  
Example: watchman; janitor |
| S-2   | Repetitive work under general supervision; repetitive work under immediate supervision, but involving unusual hazard or extra physical or mental application; no special training before employment, and very short training on the job.  
Example: guard; routine inspection or assemble; box maker. |
| S-3   | Semi-skilled work requiring exercise of judgment by employee in making decisions; specialized training or experience in operating tools required. |

\[32\] Ibid., p. 93.
S-4 Skilled work involving broad knowledge of a recognized trade; read and interpret difficult blueprints; responsibility for materials and equipment; set up and operation of a variety of machine tools to close tolerances.
   Example: machinist; plumber; carpenter; steam-fitter; electrician; supervision of S-2 or S-3 work.

S-5 Supervision of S-3 or S-4 work; precision work; highest degree of skill and experience; requires knowledge of two or more skilled trades.
   Example: tool and die maker; instrument maker; pattern maker; lens grinder.33

Extracted from descriptions such as this, jobs may be more accurately ranked and graded.

Ratings of jobs by the grading or classification method depends first upon the completion of a measuring device or scale. The pre-developed scale is then incorporated into the system and jobs are ranked accordingly.

A third method of job evaluation, the first of the quantitative systems generally accorded the distinction of being the second most widely used of the four, is the factor-comparison system. Under this system key organizational jobs are selected and broken down into various elements or factors. Using these factors as a base, the remaining jobs are then ranked sequentially.

Where the ranking method compared whole jobs in a given range, in the factor-comparison method comparisons are made by degrees and by point values assigned to these degrees.

The advantages and disadvantages of this system are as follows:

33 Ibid., p. 95.
Advantages:

Jobs are broken down into characteristics rather than being treated as a whole, thus, the results are usually more accurate.

Flexibility of the method, which does not place restraints on top or bottom job limits.

Disadvantages:

It is difficult to explain to employees, thus, making it difficult to sell before putting into operation.

Because of its dealing with a monetary scale, inequities are likely to be perpetuated.

It creates union and management collective bargaining difficulties because it does not divorce job evaluation from monetary considerations.

The relatively few job characteristics which are used do not permit an accurate appraisal of a job and by increasing the number of factors it would render the system unmanageable.\textsuperscript{34}

After the type and range of jobs have been determined, the following steps must follow:

a. Select and define the factors needed to measure a particular range of jobs.

b. Select the key jobs which represent the range of jobs to be rated.

c. Rank the key jobs according to each of the factors.

d. Distribute the average rate paid each key job among the factors.

e. Rank supplementary key jobs under each of the factors.\textsuperscript{35}

In determining which factors are to be used, each definitive factor must be found in the majority of the jobs.

Four of the more basic factors found on all kinds of jobs are: skill required, responsibilities, effort demanded, and working conditions.\textsuperscript{36} E. J. Benge and Associates recommend

\textsuperscript{34}Patton and Smith, \textit{Job Evaluation}, p. 42.

\textsuperscript{35}Lanham, \textit{Job Evaluation}, p. 103.

five basic factors for determining relative job worth; mental requirements, skill requirements, physical requirements, responsibility and working conditions. The table on the following page describes these factors individually.

After determining the basic factors, the key jobs must be identified. Ordinarily these jobs should be well-known, non-controversial, easy to recognize, and common to most organizations. Each key job must be easily defined relative to its skills, responsibilities, and requirements. Whatever jobs are selected must remain in line with community rates and be aligned with the organization as a whole. As few as twelve or as many as twenty-five key jobs may be selected. The number of jobs chosen must closely approximate a viable cross section of work gradation for that organization.

After the key jobs have been selected, a committee usually ranks these jobs from the lowest to the highest relative to the importance of each factor. An example showing the factor "skill" is shown on page 34.

The ranking procedure continues for each of the remaining job factors. The averages are entered on a summary form such as the one shown on page 35.

The differences which remain should be ironed out and the key jobs should be re-ranked at least once or twice more to ensure accuracy. When the rankings have been completed,

37 Lanham, Job Evaluation, p. 103.
38 Otis and Leukart, Job Evaluation, p. 179.
<table>
<thead>
<tr>
<th>Date</th>
<th>Committee Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.6</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
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<tr>
<td>13</td>
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<td>7</td>
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<td>8</td>
<td>8</td>
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<tr>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Job Title</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Mall Union</td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Union Mall Union</td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Union Mall Union</td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
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<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2**

**FACTORS:** SKILL

**JOB FACTOR RANKING**

**Source:** Patton and Smith, *Job Evaluation*, p. 36.
<table>
<thead>
<tr>
<th>Date:</th>
<th>Committee Chairman:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Key Job Title</th>
<th>Average Job Rankings by Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILL</td>
<td>Physical</td>
</tr>
<tr>
<td>Laborer</td>
<td>1</td>
</tr>
<tr>
<td>Janitor</td>
<td>1</td>
</tr>
<tr>
<td>Helper, Trades</td>
<td>1</td>
</tr>
<tr>
<td>Lumber, Electric</td>
<td>1</td>
</tr>
<tr>
<td>Inspector-Tester</td>
<td>1</td>
</tr>
<tr>
<td>Assembler, Bench</td>
<td>1</td>
</tr>
<tr>
<td>Drill, Press Operator</td>
<td>1</td>
</tr>
<tr>
<td>Plater</td>
<td>1</td>
</tr>
<tr>
<td>Carpenter A</td>
<td>1</td>
</tr>
<tr>
<td>Steno Man</td>
<td>1</td>
</tr>
<tr>
<td>Automatic Screw Machine</td>
<td>1</td>
</tr>
<tr>
<td>Machinist A</td>
<td>1</td>
</tr>
<tr>
<td>Electrician A</td>
<td>1</td>
</tr>
<tr>
<td>Tool and Die Maker</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 3
the results should be averaged and the rankings in terms of whole numbers should be entered as shown on the table on page 37.

The next step is to distribute the average monetary rates among the job factors. Each member of the committee allots so much of a rate for each job among the job factors. After completion, the money values for each factor are averaged. A comparison is made between the job and money rankings. The form on page 38 indicates the relationship.

Where discrepancies emerge, members may rerank and reapportion money values as necessary. Where a job cannot be brought into line, it is abolished from the key group. The final form indicates rankings by the committee of the final job rankings.  

The last step is to place the remainder of the jobs into their appropriate ranking sequence, considering job content, factor definitions, and rankings of jobs previously evaluated.

The final job-comparison scale will consist of the original key jobs and the supplemental jobs inserted in the rating.

The fourth method of job evaluation, the second of the quantitative methods, is the point rating system. It has been, through the years, the most widely used and accepted

39 Patton and Smith, Job Evaluation, p. 43.
40 Ibid., p. 44.
<table>
<thead>
<tr>
<th>Key Job Title</th>
<th>Skill III</th>
<th>Physical Mental</th>
<th>Demand</th>
<th>Responsibility</th>
<th>Working Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td>2</td>
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<tr>
<td>5</td>
<td>6</td>
<td>11</td>
<td>1</td>
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<td>1</td>
</tr>
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<td>6</td>
<td>7</td>
<td>14</td>
<td>1</td>
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<td>7</td>
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<td>12</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>14</td>
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<td>1</td>
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<td>10</td>
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<td>11</td>
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<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>12</td>
<td>13</td>
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<td>1</td>
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</tr>
<tr>
<td>15</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Source:** Patton and Smith, Job Evaluation, p. 39.
<table>
<thead>
<tr>
<th>Committee Chairman</th>
<th>Rankings ( \times ) Job Ranking</th>
<th>( J = ) Job Ranking</th>
<th>( M = ) Money Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>5</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Janitor</td>
<td>4</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Helper, Trades</td>
<td>3</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Tucker, Electrician</td>
<td>6</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Inspector-Tester</td>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Assembly, Bench</td>
<td>14</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Press Operator</td>
<td>13</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Printer</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Chemist</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Carpenter</td>
<td>14</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Setup Man</td>
<td>6</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Automatic Screw Machine</td>
<td>9</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Machinist</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Electician</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Tool and Die Maker</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

**Key Job Title**

- Job Rank
- Money Rank
- Conditions
- Responsibility
- Working
- Physical
- Mental
- Demands
- Skill

| Source: Patton and Smith's Job Evaluation, p. 41 |
of the four methods as E. Lanham states:

The point scale, the first satisfactory means of making a detailed and analytical study of jobs, enables the rater to measure a job, factor by factor, against the scale. He selects the degree of each factor which most nearly describes the requirements for that job and assigns the job the point value of the degrees selected. These degree values are added together to arrive at the total point value of the job. The approach to job rating in this method is, therefore, both quantitative and analytical.41

John Doulton and David Hay, in delineating the value of this system over the previous non-analytical approaches, state:

All analytical systems are based on the realization that while a direct comparison between duties of different types is frequently impossible, certain qualities—mental or physical—have to be exercised in every type of work, and thus provide a basis for comparison. This really means that the reasons or the factors which are taken into account, consciously or sub-consciously, in making assessments are defined formally and openly. A system of this kind necessitates deep thinking about the fundamental characteristics of different types of work and the demands that they make upon the staff concerned. Once this has been done, however, experience shows the qualities will emerge which are not only common to functions which, superficially, look as if they are not comparable, but exist in varying and identifiable degrees so that they can provide the basis for an assessment.42

The advantages and disadvantages of this system are described below:

Advantages:

The scale uses graphic and descriptive types of rating scales which are generally accepted as being relatively reliable and valid.

41Lanham, Job Evaluation, p. 74.

The scale lends itself to the evaluation of jobs because the degree definitions are usually written in job terms applicable to the type of job being evaluated. Agreement among the raters is quite close. Factors may be inserted or eliminated without changing the final job classification appreciably. Point values given the jobs make it easy to divide them into labor grades or job classes, which is the aim of all job evaluation systems. Point values obtained for each job show the relative differences among the jobs in numerical terms making it possible to assign monetary values to the numerical values in a consistent manner. Judgment errors are reduced to a minimum. This type of evaluation plan will increase in accuracy and consistency with use. When modifications and interpretations of degree definitions occur, this system makes it easier to apply to new situations.

Disadvantages:

The point system is difficult to construct. Writing degree and factor definitions which have comparable meanings demands considerable skill. The point system is difficult to explain. The evaluation of jobs, using this system, is a time consuming process, which will include intensive study of each job and considerable clerical detail in recording, combining, checking, and adding ratings.43

Prior to the construction of a scale several variables must be identified. First, we must know the type and range of jobs to be evaluated, and the number of necessary scales. The next step is to identify benchmark jobs which represent a cross section of each family series. As these decisions are reached it becomes necessary to initiate a point scale. Basic steps in the process are as follows:

a. Select and define the factors needed to measure a particular range of jobs.
b. Determine and define the degrees for each factor.
c. Determine the relative value to be assigned to each

43 Otis and Leukart, Job Evaluation, p. 121.
factor.
Design a job evaluation manual. 44

In selecting the factors on the evaluation, it should be remembered that these factors rate the job, not the man. Sample factors which may be used in an evaluation are as follows:

<table>
<thead>
<tr>
<th>Examples of Job Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
</tr>
<tr>
<td>Effort</td>
</tr>
<tr>
<td>Initiative</td>
</tr>
<tr>
<td>Complexity</td>
</tr>
<tr>
<td>Judgment</td>
</tr>
<tr>
<td>Analytical ability</td>
</tr>
<tr>
<td>Creative ability</td>
</tr>
<tr>
<td>Manual dexterity</td>
</tr>
<tr>
<td>Experience</td>
</tr>
<tr>
<td>Working conditions</td>
</tr>
<tr>
<td>Mental requirements</td>
</tr>
<tr>
<td>Aptitude for learning</td>
</tr>
<tr>
<td>Knowledge of merchandise</td>
</tr>
<tr>
<td>Planning procedures</td>
</tr>
<tr>
<td>Responsibility for policy formulation</td>
</tr>
<tr>
<td>Responsibility for work of others</td>
</tr>
<tr>
<td>Responsibility for personnel</td>
</tr>
</tbody>
</table>


Factors may be further broken down into four or five major types; skill, responsibility, effort, and working conditions. 45

The next important step is to define the factors. These factors must be accurate and consistent in use, yet simple.


clear, and easily understood.

After definition of the factors, the degrees for each factor must be defined. Degrees are merely gradations in the scale between job levels. If educational level was the usable criterion then a high school diploma may equal level 1, an A.A. degree may be level 2, a B.A. degree level 3, and a M.A. degree level 4. Four degrees would then exist within the series.

An example for physical demand follows:

Physical Demand

This factor measures the job for requirements which induce physical fatigue by means of exertion required (in weight and duration) and the straining effect of the normal work position involved.

Requires determining the duration involved in handling different ranges of weights (or equivalent exertion, pulling or pushing), or working in different positions.

1st Degree
Work requiring little physical effort.

2nd Degree
Working regularly with lightweight material or occasion-ally with average-weight material. Operate machine tools where machine time exceeds the handling time.

3rd Degree
Sustained physical effort, requiring continuity of effort, working with light- or average-weight material. Usually short-cycle work requiring continuous activity, the operation of several machines where the handling time is equivalent to the total machine time.

4th Degree
Considerable physical effort working with average- or heavy-weight material, or continuous strain of difficult work position.

5th Degree
Continuous physical exertion working with heavy-weight material. Hard work with constant physical strain or inter-
mittent severe strain. 46

Some factors may be considered more important to the organization than others, therefore, this may result in "weighted factors". By doing this the rater attempts to determine the relative value of factors and their importance as they relate to a particular range of jobs.

The next step is to determine the relative value of each factor; in other words, choose those factors from the most to the least important and rank them accordingly. A system of values is then assigned to the factors. Ordinarily the total of all factors should equal 100 per cent. The problem lies in the breakdown of these points relative to each factor. The method used may be quite arbitrary, however, other opinions should be solicited and encouraged so that a fair breakdown can be developed for both the worker and management. Points are then assigned to the degrees in each factor. These points, when applied to jobs, become the job values which will be used to determine the correct wage.

There are two basic approaches to the assigning of point values to degrees; arithmetic and geometric. Under arithmetic progression, the points between the degrees of a factor are constant. When the geometric approach is followed, the points between degrees increase progressively. 47


47 Lanham, Job Evaluation, p. 89.
The following example shows how points are assigned to certain factors on a scale using an arithmetic progression.

### Points Assigned to Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>1st</th>
<th>2nd</th>
<th>Degree</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Education</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>2. Experience</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>3. Initiative</td>
<td>22</td>
<td>44</td>
<td>66</td>
<td>88</td>
<td>110</td>
</tr>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Physical</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>5. Mental</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
</tr>
</tbody>
</table>


This type of scale uses a single point value assigned to each degree. The following example shows how points are assigned to a factor using an arithmetic progression and also a range of point values for each degree.

### Educational Requirements

**Definition:** This factor is rated according to the minimum education necessary to allow an understanding of the position.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grammar school or equivalent</td>
<td>0</td>
</tr>
<tr>
<td>2. Up to 2 years High School or equivalent</td>
<td>2-4</td>
</tr>
<tr>
<td>3. Up to 4 years High School or equivalent</td>
<td>6-8</td>
</tr>
<tr>
<td>4. Up to 2 years Special Training above a High School education or its equivalent</td>
<td>10-12</td>
</tr>
<tr>
<td>5. Up to 4 years Special Training above a High School education or its equivalent</td>
<td>14-16</td>
</tr>
</tbody>
</table>


Using a geometric progression in assigning point values
to degrees is based on the premise that each degree increases a given percentage above the preceding one. The following example shows degree values by geometric progression.

**Degree Values Assigned by Geometric Progression**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Relative weight</th>
<th>Degrees</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Skill</strong></td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>16</td>
<td>32</td>
<td>64</td>
<td>128</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td>14</td>
<td>28</td>
<td>56</td>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical ability</td>
<td></td>
<td>20</td>
<td>40</td>
<td>80</td>
<td>160</td>
<td>320</td>
<td>640</td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td></td>
<td>9</td>
<td>18</td>
<td>36</td>
<td>72</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td></td>
<td>6</td>
<td>12</td>
<td>24</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td>8</td>
<td>16</td>
<td>32</td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td>7</td>
<td>14</td>
<td>28</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td>10</td>
<td>20</td>
<td>40</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working Conditions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surroundings</td>
<td></td>
<td>4</td>
<td>8</td>
<td>16</td>
<td>32</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Hazards</td>
<td></td>
<td>6</td>
<td>12</td>
<td>24</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


When values have been assigned the degrees of the factors, the point scale is ready to be set up in final form. The following is an extraction from a job evaluation manual including the point scale as well as descriptive information about the scale. Complexity of duties and educational requirements will be used as examples.

**Complexity of Duties**

This factor appraises the outstanding difficulties and expresses the general complexity of the work to be done. Inferentially, it indicates what is required of the occupant of the job in terms of ability to comprehend an assignment, to recognize the application of fundamental principles to specific problems, and to exercise judgment in using know-
ledge acquired through training and experience.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Routine or highly repetitive work, simple in nature, in which the employee is allowed little or no choice of action.</td>
<td>15</td>
</tr>
<tr>
<td>B.</td>
<td>Routine or repetitive work, following clearly prescribed standard practice and involving straightforward application or readily understood rules and procedures. May make minor decisions, usually of relatively little importance and affecting efficiency of operation rather than accuracy, correctness or quality of work.</td>
<td>30</td>
</tr>
<tr>
<td>C.</td>
<td>Work generally routine or standardized, but involving choice of action within limits defined by standard practice and instructions. Requires application of various established rules and procedures, and decisions that may affect quality, accuracy, or utility of results to some degree.</td>
<td>45</td>
</tr>
<tr>
<td>D.</td>
<td>Work generally semi-routine or diversified. Requires judgment in the application of broader aspects of established practices and procedures to problems and situations not falling clearly or concisely within the limitations of accepted standards or precedents. Work toward assigned objectives, sometimes adopting or modifying methods and standards to meet variations in controlling conditions.</td>
<td>60</td>
</tr>
<tr>
<td>E.</td>
<td>Work governed generally by broad instructions, objectives and policies, usually involving frequently changing conditions and problems. Requires considerable judgment to apply factual background and fundamental principles in developing approaches and techniques for the solution of problems.</td>
<td>80</td>
</tr>
<tr>
<td>F.</td>
<td>Work requiring analysis of broad problems, the planning of various interrelated activities and sometimes the coordination of effort of more than one major department or division. May work out programs and approaches to major problems and, in general, perform duties wherein recognized general principles may be inadequate to determine procedure or decision in all cases.</td>
<td>100</td>
</tr>
<tr>
<td>G.</td>
<td>Work carrying responsibility for consideration and analysis of major company problems. Requires development of data and recommendations influencing decisions on long-term policies relating to major functions such as Engineering, Production, Sales, or Labor Relations.</td>
<td>125</td>
</tr>
<tr>
<td>H.</td>
<td>Work comprising participation in the formulation</td>
<td>150</td>
</tr>
</tbody>
</table>
of broad policies and long-term programs, involving thorough analysis of all available data and the making of decisions that serve as guides and general directives to the company as a whole.

Educational Requirements

This factor refers to the preliminary training necessary to prepare an individual for the job. It is not to be interpreted in the narrow sense, as meaning that a designated amount of formal education is an absolute necessity; however, the ratings are expressed in terms of equivalent formal education for convenience.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Approximate time beyond elementary school</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Minimum requirements; read and understand simple instructions, use ordinary arithmetic, etc. Roughly equivalent to elementary school education.</td>
<td>None</td>
<td>15</td>
</tr>
<tr>
<td>B.</td>
<td>Additional knowledge on the order of understanding decimals and using arithmetic involving decimals; comprehension of simple drawings, charts or diagrams. Equivalent to partial (technical) high school education; or comparable brief shop training.</td>
<td>1 or 2 years</td>
<td>30</td>
</tr>
<tr>
<td>C.</td>
<td>(1) Training or education beyond that specified for 2d degree, embracing such knowledge as: understanding of somewhat complicated drawings, diagrams, charts; shop arithmetic and ordinary shop mathematics, including use of handbook formulas, tables, basic principles and methods of set-up and operation of several machine tools (or highly specialized knowledge of one or two types of machine tools); or broad knowledge of one or two types of shop operations, such as plating, heat treating, sheet metal work, foundry practice, and comparable trade knowledge. Equivalent to partial high school education plus 2 or 3 years of apprenticeship or trades training; or equal to about 4 years of trades training; when high school equivalent is not required (as in some foundry jobs).</td>
<td>3 to 5 years</td>
<td>45</td>
</tr>
<tr>
<td>Grade</td>
<td>Approximate time beyond elementary school</td>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td>For office type jobs, general educational background, usually equivalent to full high school education, which may include specialized courses relevant to the job under consideration, such as stenography, bookkeeping or elementary accounting, statistical methods, fundamentals of mechanical drawing.</td>
<td>5 to 7 years</td>
<td>60</td>
</tr>
<tr>
<td>D.</td>
<td>(1) Training or education in a highly skilled trade, such as tool-making, pattern-making, or all-around machinist, usually requiring 3 to 4 years apprenticeship or its equivalent, in addition to two or more years mechanical drawing, etc., mathematics equivalent to technical high school education.</td>
<td>8 years</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>(2) &quot;Office&quot; or &quot;Salary&quot; type jobs requiring specialized training generally of one or two years beyond usual high school education. Extensive business school training in subjects like accounting or general office management; technical training as in drafting, or design; industrial organization and management, materials control, traffic management, etc.; or (for shop supervision and some other factory jobs), training such as indicated in (1) above. May also be equivalent to about two years of college or engineering school training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>Requires broad training in a professional field such as the following; mechanical engineering; electrical engineering; industrial engineering, comprising industrial management, industrial relations, production engineering and control; accounting and finance, or other recognized vocations generally obtained through 4 years of college education. May also include jobs that require about 2 years of college plus broad additional industrial training.</td>
<td>9 or 10 years</td>
<td>100</td>
</tr>
<tr>
<td>F.</td>
<td>Requires broad scientific or engineering training in a recognized profession</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade

sion, plus extensive knowledge of a specialized field such as metallurgy, chemistry, aeronautical engineering; involves familiarity with experimental methods, beyond the scope of ordinary college training, usually equivalent to college education plus one or two years of graduate work.

G. Requires 4 years of undergraduate work in college, plus additional training in some advanced profession such as medicine, usually equivalent to 3 or 4 years of college work beyond the basic 4 year course.

CHAPTER II

THE MUNICIPAL CLASSIFICATION PLAN

A Brief History

It is necessary and expedient for an organization to implement and maintain a viable classification plan for its employees. A plan of this type delineates job relationships throughout the working component relative to salaries, responsibilities, and duties, in addition to providing an accurate measure of evaluating task analysis.

On September 18, 1958, the City of Albuquerque Personnel Board met to consider a new proposal presented by Mr. Richard W. Heim, City Personnel Director, and his assistant Mr. Everett Dillman. After fifteen months of diligent work, requiring extensive evening and weekend work, an evaluation program, Albuquerque's first formal effort, was presented to this board. An attempt was made to distinguish jobs between and within families and incorporate factors to cope with the various job requirements. "Weights" were assigned to key factors relative to each factor's worth to the organization. These weights were converted to numerical point values. Using this base all jobs were then compared internally within the organization. What developed was the first formal attempt at a job classification system—a modification of the factor-
comparison method.

The system was approved by the Personnel Board, presented then to the City Manager and his staff for review, and was formally adopted by the City of Albuquerque Municipal Government.

By the mid-1960's a new ten-factor position evaluation system had evolved. No records are available as to when or why the first plan was scuttled, but the subsequent system did evaluate important factors and assigned degrees to these factors and subsequently established the city's first point or quantitative system of analysis. This new system appeared to be quite scientific and by using the numbers approach, could be more easily explained to the employee or his supervisor.

In time, however, the system was abolished, due to the advent of collective bargaining negotiations; which traditionally eliminate point rating systems in favor of negotiated contracts agreed to collectively by union and management representatives. The city was to eventually evolve to a ranking system, which is in force today.

The Problem

Within this system, jobs are ranked in the order of their relative worth to the organization. One of the problems inherent in this type of system, as it pertains to the city personnel structure, is the total number of jobs versus available manpower. There are 3,300 permanent plus 1,300
temporary jobs which are under constant scrutiny by six personnel analysts.

One of the weaknesses traditionally found in all ranking systems is that no one analyst can be thoroughly familiar with all jobs. Due to the extensive number of jobs in the city plus the diversities of more than one analyst having identical or similar jobs within the same class, creates errors in accuracy and measurement. As each analyst analyzes their assigned work-component units by department, what appears to be a functional organization may represent a pseudo-relationship when compared between departments having similar positions.

One example of such a problem exists in the "equipment operation" series:

<table>
<thead>
<tr>
<th>Position</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment Operator I (light)</td>
<td>6</td>
</tr>
<tr>
<td>Equipment Operator II (light)</td>
<td>7</td>
</tr>
<tr>
<td>Equipment Operator I (heavy)</td>
<td>7</td>
</tr>
<tr>
<td>Equipment Operator II (heavy)</td>
<td>8</td>
</tr>
<tr>
<td>Equipment Operator III (heavy)</td>
<td>9</td>
</tr>
<tr>
<td>Truck Driver I</td>
<td>5</td>
</tr>
<tr>
<td>Truck Driver II</td>
<td>6</td>
</tr>
<tr>
<td>Mini Driver</td>
<td>5</td>
</tr>
<tr>
<td>Motor Coach Operator</td>
<td>11</td>
</tr>
</tbody>
</table>

One analyst may have one or two of these positions within the assigned department, whereas, two or more analysts may have as many as three of these positions. As each analyst seeks to determine the relative worth of the position, the analyst in the Public Works Department may place a higher priority on a particular piece of heavy equipment.
as opposed to an analyst in the Department of Services who has a similar piece of equipment but in terms of ranking attaches less importance to the position. Similar operating pieces of equipment may reflect salary fluctuations of from 4 per cent to 12 per cent.

The vast number of jobs, coupled with a restrictive number of manpower and the necessity of having analysts equally trained and competent at all levels, makes an inequitable arrangement for accurate evaluative purposes.

Another disadvantage in the system is the existence of inequities brought forward from previous administrations. It is extremely difficult, due to the aforementioned problems, for an analyst to seek out, identify, and remedy these problems. A general construction inspector may or may not be compatible in duties and responsibilities to a zoning inspector despite the fact that both receive the same pay at the same grade. Under the present system we must assume the status quo to be correct. If the inequity exists, and the analyst inserts rankings for newly created positions; the general construction inspector and zoning inspector positions will be used as benchmarks within which to work. The ailing structure will then perpetuate itself. All subsequent rankings will serve to deteriorate the system further until its very maintenance becomes impossible.

Another disadvantage within our present system involves the necessity of evaluating jobs where sheer numbers make the process unmanageable. Using the previous example of the
zoning inspector; if a rank order analysis is to be complete, the analyst must compare the position vertically and horizontally with other jobs, in and out of the series, within the work component, and between other departments having similar positions in the inspectorial family. In the present organization this would involve comparisons between the following positions: curb and gutter inspector, electrical inspector, sidewalk inspector, general construction inspectors I and II, equipment inspector, boiler inspector, building inspector, excavation inspector, housing inspector, plumbing and gas inspector, elevator inspector, receiving inspector, zoning inspector, and health inspector.

The grade and salary discrepancies will range as high as 40 per cent within the series. The enormity of this task in manpower and time is prohibitive.

Another difficulty in rank order analysis as it applies to the present system may be found within the departmental structure itself. If a secretarial job is to be created and it must be ranked within the work component; the difficulty arises within the ranking system itself where like positions already exist within a series.

Assuming the work component has an administrative secretary and a general secretary I the following chart will evolve:

<table>
<thead>
<tr>
<th>Position</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Secretary</td>
<td>C-08</td>
</tr>
<tr>
<td>Open</td>
<td>C-06--C-07</td>
</tr>
<tr>
<td>Secretary I</td>
<td>C-05</td>
</tr>
</tbody>
</table>

Fluctuating Range of Pay--24 %
The problem lies in determining whether the new position will rank closest in duties and responsibilities to the administrative secretary or the secretary I. Since the present system is of a non-quantitative nature, the analyst must analyze both pre-existing positions and make a calculated guess, via the information at hand, as to the rank order and salary range the new position will command. The difficulty arises when union representative(s), immediate supervisor(s), and other interested parties seek explanations as to the method used in determining how the position received its rating. Acceptable distinctions between the C-06 and C-07 ranges become quite difficult to assess.

One of the more critical drawbacks in the present system is the difficulty of defending rank analysis when "job content" changes. Evaluations are requested as duties and responsibilities or changes in "job content" are evident. If job duties do change significantly; however, in comparing like positions within a series, an increase in grade and salary is not warranted; it becomes exceedingly difficult to defend the results to the employee and his supervisor. A clerical position, an MT/ST operator, was recently evaluated within our system. After completion of the last evaluation, conducted several years previously, a new, more intricate machine, a selectric keytape composer, requiring special I.B.M. training, was added to the MT/ST operator's responsibility. This piece of equipment occupied one-half or more of the operator's time and had greater utility and was more
intricate to use than the standard MT/ST machine. This position was compared, by series, with like positions throughout the work component and between departments. Through analysis, it was found that other positions being compared in the evaluation had also increased in skills and responsibilities, therefore, negating an increase for the MT/ST operator. The difficulty in explaining the evaluation results when a job changes so critically creates a credibility gap where no amount of persuasion can pacify the incumbent in the position or his supervisor.

Another disadvantage is the wide range of diversity between analysts in determining the worth of various job characteristics to be ranked. One analyst may assume that "contact with the public" is more critical than "skill" necessary in learning the particular piece of equipment under investigation. When the ranking is completed, the results may conflict severely between analysts who may have similar positions. The present system lacks cohesive control between the analysts and a pre-defined idea of the worth of the characteristics to be evaluated.

Misranking characteristics gives a false impression of a job's relative worth and will severely cripple the evaluation process.

The present system of job analysis possesses inherent weaknesses which are severe enough to warrant investigation and review of the total system. Judging from the size of the system, which is constantly expanding, and the scarcity of
personnel analysts, it would appear that a more quantitative approach to job analysis is necessary and desirable.
CHAPTER III

ANALYSIS OF POSITION CLASSIFICATION SYSTEMS

City of Albuquerque

The City of Albuquerque Municipal Government has 3,149 permanent and 892 temporary positions covering nine major skill levels: labor, semi-skilled, skilled, foreman, supervisory, clerical, police, fire, and professional. Included in these skill levels are over six hundred separate job titles and descriptions. Any employee who considers his position to be improperly classified notifies his or her immediate supervisor who in turn relays the request to the head of the department. The request, if approved at this level, is forwarded to the Personnel Director for review. One of the following criterion must be met before a job evaluation is conducted:

1. As part of a study of all positions in an organizational unit.
2. As part of a study of all positions in a given series and/or at a given grade.
3. Upon request from a supervisor, division supervisor and department director.
4. Upon request for a new position, which will be re-evaluated within six months from the date the new position is filled.
5. When a position that has been red-circled becomes vacant and before the position is filled by appointment.
6. Any position at any time, at the discretion of the classification and compensation division supervisor.
and the Personnel Director.¹

If the Personnel Director approves the request, the form shown on pages 88 to 89 is submitted to the department for completion. If the position to be re-evaluated is vacant, the department is asked to provide a general descriptive duty outline.

The analyst, upon receipt of the material, schedules a field meeting with each of the employees contained within the job request. Using the observation-interview and/or oral interview method, position tasks are analyzed and definitive descriptions are written. By talking with the employee, observing the work performed, and by double-checking with the employee’s immediate supervisor as to the scheduling of duty and work assignments, a relatively accurate job description can be written. An example of a position description can be found on pages 90 to 91.

In writing these detailed descriptions the analyst seeks certain information, to include the following:

1. Task objectives
2. Job purposes
3. Nature of the output
4. How the delivery system effects the output
5. Job hazards
6. Machines, tools, equipment, and the work aides necessary to perform the job
7. Education, training, licenses, and experience necessary to perform the job

After a comprehensive description has been written, the analyst researches the files to get a complete list of

¹City of Albuquerque, Personnel Regulation Handbook, compiled in 1972, Numeric Index No. 630.
all positions in the same series. A job description is gleaned for each position. The analyst then compares and analyzes descriptions through the duties and qualifications necessary to perform the job. The positions are then ranked by skill level. Prior to the tentative grade being established for the position the analyst examines all positions within the work component. Particular emphasis is placed on the jobs immediately above and below the position requested for re-evaluation. All jobs within the skill family are researched carefully to prevent duplication of assignments and responsibilities.

The analyst must determine whether the duties which the employee performs are factual or whether a "ratchet" effect is being used to circumvent the system. If the analyst determines that the employee is fulfilling the job functions, it must be determined if the classification request is a position or organizational problem. If the organization appears to be at fault, the analyst must document his information and a far more extensive agency review must be conducted.

As the information is assembled, the Personnel Director establishes a conference with one or more of the following: the department and/or division leader, union representative, crew leader, and the analyst or analysts in charge of the study. All recommendations are sifted through carefully and if discrepancies occur and more material is needed, the analyst then performs a more extensive field examination to
secure the additional data.

Results may show that the positions immediately above and below the re-evaluated position are incorrect, thus, lengthening the time span necessary to complete the study. As has been the case in the City of Albuquerque, entire organizations have been completely reorganized, starting initially from the study of one position.

The results of a study of this nature where a salary increase has been made should reflect increasing responsibilities and job requirements along with a corresponding increase in grades and salaries.

Using the rank order method of analysis, the City of Albuquerque seeks to pay its employees their relative worth to the organization while maintaining a classification plan.

State of New Mexico

The State of New Mexico employs over 13,000 classified personnel spanning all skill levels from the labor through the professional/administrative staff.\(^2\)

When a re-evaluation is requested of an incumbent’s position, the job description shown on pages 92 to 93 is mailed. Upon the receipt of the job description questionnaire, completed jointly by the employee and his supervisor, the analyst extracts the various job duties and writes a

\(^2\)Barbara Levin, Personnel Management Supervisor, State of New Mexico, interview conducted on March 8, 1974.
detailed job description emphasizing the following: title, definition, supervision and guidelines, examples of work performed, distinguishing characteristics, and minimal qualifications. The job analysis formula is then employed and characteristics are ranked, relative to previously chosen benchmark positions.

After determining the rank order of all positions, pay ranges are attached. By using this rank order method, the State of New Mexico uses a parallel system to that employed by the City of Albuquerque.

The defining of each job characteristic by task and element; the breakdown of all jobs into broad and narrow classes, and the subsequent method of writing the job specifications appear quite analogous to the city system. The state "job specification" form appears to be more intricate as note is made of the parameters of who and how the encumbent is supervised and the guidelines under which the employee is to function and note is made of the "distinguishing characteristics" or specific "job identification" factors necessary in distinguishing positions.

Realizing the drawbacks of a straight generalist approach to job analysis, minus centralized control, the state employs a classification specialist who provides cohesion between the analysts performing field evaluations and has overall responsibility for assuring the maintenance of a definitive, structured organization. The error factor is reduced significantly by having control contained in a
centralized location.

Another advantage to the system is the use of a cyclic audit, usually performed every third year. "Task validation" is performed at this time to assure that all changes in work productivity is reflected on the description; that inequities between positions are assessed and proper changes made, and where organizational rather than worker inequities exist, assure that proper job restructuring is made.

The job descriptions on pages 94 to 102 reflect the increasing levels of performance and qualifications necessary for job performance as technical knowledge and task complexity increases. Each job has a separate pay range assigned. Special note should be taken of the care exercised by the analyst in assuring compatibility between jobs, yet depicting distinguishing elements between jobs.

Using a rank order method of job analysis, the State of New Mexico maintains a classification plan for its employees. With minor differences this modus operandi parallels that utilized by the City of Albuquerque.

United States Civil Service Commission

The United States Civil Service Commission's classification plan covers over 10,000 jobs, including 3,000 administrative and managerial and 2,000 blue-collar or wage craft positions. There are many separate tools used in the federal system to classify jobs. These tools are referred to as "standards" and may include point evaluation devices, such
as factor-comparison, evaluation charts, and benchmark job or key job ranking systems. Through these standards jobs are ranked relative to increasing duties, responsibilities, and qualifications necessary to perform the job within and between specific classes. A position description is written for the job at which time the analyst seeks to break down the job into important elements. These elements, when properly classified, will eventually be compared to standards or guides on other positions.

After these elements have been determined, the analyst assimilates the material in reverse order, to get a perspective of the position as a whole. A sample position description of a staffing clerk in the clerical series can be found on pages 103 to 104 in the appendix.

The analyst seeks, at this point, to select the series which closely approximates the characteristics of the position in question. Referral is made first to the Handbook of Groups and Series of Classes, dated March 1970, put out by the United States Civil Service Commission. This four hundred page tome lists job titles and contains brief position definitions and aids the analyst in determining the series in which the job should be placed. Sample information contained in this handbook under nonsupervisory clerical positions would be the following:

---

3Faustino Pino, Area Manager and Diane Voge, Personnel Staffing Specialist, Federal Civil Service Commission, interviews conducted on March 4, 1974 and April 5, 1974.
1. Definition of clerical work
2. Types of positions which are encompassed by the term "clerical", by skill levels
3. Characteristics or types of clerical work
4. Effects of personal contacts
5. Effects of variety of work on grade level
6. Organization and use of the guide
7. Grade distinguishing elements

When the series has been identified, the analyst refers to the "Position classification Standards" portion of the handbook. Position classification standards are:

... a set of documents published by the Civil Service Commission which provide information for distinguishing the duties, responsibilities, and qualification requirements of positions in one class from those of positions in other classes, and which thus provide the criteria for placing each position in its proper class. These standards distinguish both as to level of difficulty and responsibility and as to kind of work.4

What characterizes the Civil Service Commission is the total flexibility used in assigning position classifications. Each series of jobs may incorporate a unique approach to position ranking. Roughly 25 to 30 per cent of the jobs involve point analysis systems. Some plans may use four factors such as the following example:

Research Scientist
1. The research situation, or assignment
2. Supervision received
3. Guidelines and originality
4. Qualifications and scientific contributions

Some positions require five factors such as certain clerical positions, such as the following example:

Clerical (Nonsupervisory)
1. Grade distinguishing elements (variety)

---

2. Nature and volume
3. Submatter and procedural knowledge
4. Complexity of assignment
5. Use of judgment

Within each factor degrees may range from as few as four to as many as eight. Positions in the clerical, nonsupervisory series use five degrees or levels within each factor.

Some positions within the Civil Service System are positioned using rank order analysis. An accurate set of job descriptions are prepared detailing certain "key" positions. The position to be ranked is compared by duty and responsibility to the "key" jobs and the appropriate level is established. With the uniqueness of the various systems it becomes quite difficult to extract usable elements for purposes other than the Federal System in which they were designed. It is impossible to be definitive and state this is how the federal classification system operates. It is technical, complex, and the delivery system unmanageable except for those established agencies with the monetary and manpower resources available for implementation and cyclic maintenance.

Summary

The State of New Mexico rank order classification plan, although identical to the City of Albuquerque's, utilizes more centralized control under the auspices of technical specialists. The city budget cannot expand to include the hiring of a classification specialist, one to two additional
analyst teams and team leaders, in addition to the necessary space and equipment required. The similarity of ranking problems exist in both systems despite the distinct advantage of a larger staff and operating budget. The Civil Service Commission utilizes a variety of complex analytical systems which would not, when compared to the available manpower and time required to complete position studies, be feasible for the city to adopt. The City of Albuquerque is a smaller organization encompassing fewer positions whereby comparisons can be made and defended more easily between job series than can be found in the mammoth federal system. The point factor system of analysis is the most desirable plan which the Civil Service Commission uses, but the limited number of factors (three or four) is not comprehensive enough to apply to the total city system throughout all skill levels.
CHAPTER IV

POINT ANALYSIS PLAN FOR THE CITY OF ALBUQUERQUE

A reflection on the problems presented in this study reveal that serious inequities exist in the classification plan and are compounding at an alarming rate. Further analysis of the State of New Mexico’s and the Federal Civil Service Commission’s classification plans reveal an inability to totally meet the city’s needs by implementing similar plans within the city organization.

In examining the major plans outlined in Chapter I of this study, a point analysis approach to job classification is the only feasible method to use at this time and the only plausible plan which can be designed to correct inequities already inherent in the system. A plan has been devised by this writer which will meet the needs of providing a systematic approach to defining job relationships.

The proposed rating plan will define degrees and assign point ratings to these degrees. The sum total of these points will convert to numeric scales designed to identify job relationships between levels. The component factors to be measured on each job are the following:

1. Education
2. Experience
3. Analysis and judgment
4. Mental demand
5. Physical application  
6. Personal contact  
7. Accuracy  
8. Equipment, process, materials, and product  
9. Work of others  
10. Confidential material  
11. Working conditions  
12. Hazards

Many distinct factors could have been chosen, however, the factors above represent those measurable items which best represent City of Albuquerque positions. All twelve factors are broken down into four major categories:

1. Skill  
   a. Education  
   b. Experience  
   c. Analysis and judgment

2. Responsibility  
   a. Equipment, process, materials, and product  
   b. Work of others  
   c. Confidential material

3. Effort  
   a. Mental demand  
   b. Physical application  
   c. Personal contact  
   d. Accuracy

4. Job conditions  
   a. Working conditions  
   b. Hazards

Each of the factors have been assigned five degrees. These degrees contain descriptions representing job duties and responsibilities to be measured. Every degree is assigned a numerical rating, the total of which, ultimately will determine the wage level and status of the job.

The chart on the following page indicates the proposed breakdown by factor degree and numeric rating. Some factors are weighted more heavily than others and subsequently will
## JOB EVALUATION PLAN

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Skill</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
</tr>
<tr>
<td>Experience</td>
<td>20</td>
</tr>
<tr>
<td>Analysis and Judgment</td>
<td>16</td>
</tr>
<tr>
<td>Effort</td>
<td></td>
</tr>
<tr>
<td>Mental Demand</td>
<td>8</td>
</tr>
<tr>
<td>Physical Application</td>
<td>8</td>
</tr>
<tr>
<td>Personal Contact</td>
<td>8</td>
</tr>
<tr>
<td>Accuracy</td>
<td>8</td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Equipment, Process, Materials, and Product</td>
<td>6</td>
</tr>
<tr>
<td>Work of Others</td>
<td>6</td>
</tr>
<tr>
<td>Confidential Material</td>
<td>6</td>
</tr>
<tr>
<td>Job Conditions</td>
<td></td>
</tr>
<tr>
<td>Working Conditions</td>
<td>5</td>
</tr>
<tr>
<td>Hazards</td>
<td>5</td>
</tr>
</tbody>
</table>
receive a higher numeric rating. The following point spread develops:

1. **Skill**
   a. Minimum points - 48
   b. Maximum points - 240

2. **Effort**
   a. Minimum points - 32
   b. Maximum points - 160

3. **Responsibility**
   a. Minimum points - 18
   b. Maximum points - 90

4. **Job conditions**
   a. Minimum points - 10
   b. Maximum points - 50

Maximum possible points for the "skill" category represents 44 per cent of the total. The "effort", 30 per cent of the total. "Responsibility" accounted for 17 per cent and "job conditions", 9 per cent of the total maximum points.

Comparing the point totals within the existing organization and ranking the grades against these totals proved to be one of the more difficult steps in the process. The job description for Chief/Data Management and Research was benchmarked as one of the highest classified positions in the city. This job served as the maximum numerical rating in the plan. The lowest benchmarked position chosen was Parks Caretaker, which yielded the lowest numerical rating. A median job, Engineering Technician II, was identified and evaluated. After determining the range for each of the three benchmarked positions, a comparison was made of ten existing positions representing separate grade levels. The consistency of the numeric system as applied to the existing grade level
of each benchmarked position was quite high, indicating compatibility and probable ease of assimilation into the existing system. The twelve factor, degree-defined, plan of job analysis is presented on the following pages.
EDUCATION

This is the formal preparation required for the worker to effectively perform the duties of the position. The ratings are expressed in terms of equivalent education.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Should be able to read and understand simple oral and written instructions and read and write basic English. Equivalent to elementary school education (sixth grade).</td>
<td>12</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Must be able to understand simple mathematics including the use of decimals and fractions. Should understand basic charts and graphs and submit written and oral reports. Equivalent to Junior High education (eighth grade) or equivalent trade school training.</td>
<td>24</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Should understand complicated drawings, diagrams, and charts. Be familiar with the four arithmetic operations. Includes use of handbooks and tables which are semi-complex in nature. Requires some trade knowledge of a specialized field. Equivalent to four years of high school education (twelfth grade) or equivalent trade school training.</td>
<td>36</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Requires knowledge of complex problem solving in semi-technical fields to include latitude in originality and synthesis of material. Equivalent to two years college education or equivalent trade school training.</td>
<td>48</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Requires expertise in a specialized or technically advanced field requiring thorough overall knowledge. Considerable latitude in complicated and complex problem solving. Equivalent to four years college education, possibly requiring advanced graduate work.</td>
<td>60</td>
</tr>
</tbody>
</table>
EXPERIENCE

This is the amount of time required for the average worker to acquire the knowledge necessary to effectively perform the job.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Requires very minimal training and/or previous experience. Up to one month.</td>
<td>20</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Previous experience involving learned tasks and skills. From one month up to one year.</td>
<td>40</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Requires ample experience due to the complex nature of the job. From one year up to three years.</td>
<td>60</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Considerable experience necessary to assume supervisory and/or administrative tasks. From three years up to six years.</td>
<td>80</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Tasks are highly complex and technical requiring extensive preparation. Over six years.</td>
<td>100</td>
</tr>
</tbody>
</table>
**ANALYSIS AND JUDGMENT**

This factor measures the degree of unguided or independent action required in the exercise of judgment in decision making.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Works under detailed supervision with little or no latitude in decision making.</td>
<td>16</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Works under supervision but exercises some independent judgment in matters where decisions regarding standard operations are defined.</td>
<td>32</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Works under direction and guidance but makes decisions where departmental policies allow broad interpretations. The more complex decisions are made by the supervisor.</td>
<td>48</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Acts independently in decision making involving extensive ingenuity and judgment; scope is limited merely by departmental policy.</td>
<td>64</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Determines broad administrative and policy making decisions and works in consultation with or as part of a committee. Works, as such, under minimal or no direct supervision.</td>
<td>80</td>
</tr>
</tbody>
</table>
MENTAL DEMAND

This measures the degree of mental concentration necessary to perform the duties of the job.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Little or no mental work pressure evident. Work requires intermittent or occasional attention, usually at lengthy intervals only.</td>
<td>8</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Requires more frequent mental attention where the operations require closer inspection and error detection. It is of a routine nature and is not continuous or confining.</td>
<td>16</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Moderate mental attention required. Work tends to be repetitive in nature requiring alertness; however, is not sustained for long periods of time.</td>
<td>24</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Constant mental attention required on work of considerable detail, or particular attention involved in the planning and layout of complex work. May involve concentrated attention on work requiring a high degree of manual dexterity.</td>
<td>32</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Requires considerable mental application due to heavy volume and pressure of work. Includes planning and layout of very involved and complex jobs. Extreme care and attention must be observed and &quot;tension&quot; is usually present.</td>
<td>40</td>
</tr>
</tbody>
</table>
PHYSICAL APPLICATION

This factor measures the amount and continuity of physical effort necessary for performance of the job.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Involves light work involving very little physical effort beyond standing or walking for short periods of time.</td>
<td>8</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Light physical effort with light to average weight material (up to 25 pounds). Requires continuous sitting, standing, and walking.</td>
<td>16</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Requires sustained physical effort with light or average weight material; occasionally works with heavy weight material (up to 40 pounds). Involves short cycle work requiring continuous activity. May assume difficult work positions occasionally.</td>
<td>24</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Requires considerable physical effort usually working with average weight material, but frequently may work with heavy weight material (up to 70 pounds). Subject to strain from difficult work positions.</td>
<td>32</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Sustained or continuous physical exertion working with heavy weight material (over 75 pounds). Hard work with constant physical strain or intermittent severe strain.</td>
<td>40</td>
</tr>
</tbody>
</table>
PERSONAL CONTACTS

This factor measures the extent, difficulty, and responsibility attached with meeting and dealing with other persons inside and outside of the worker's immediate environment.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Contacts are made primarily between personnel in the same office or work area and involves routine material.</td>
<td>8</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Involves occasional outside contact with other personnel but is confined primarily within the department. Material is routine in nature to include the furnishing and obtaining of material only. Involves no decision making activities.</td>
<td>16</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Involves contact with personnel in other departments requiring both tact and diplomacy on matters involving routine decisions.</td>
<td>24</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Contacts beyond the department or city organization where substantial adjustments may be necessary which could effect operating results; or contacts with supervision of substantially higher rank where explanation, discussion, and approval are involved.</td>
<td>32</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Contacts inside and outside of the city organization which are significant enough to require a high degree of tact and judgment. Deals with and influences persons in all levels and types of positions on matters of great significance to include goals on policy formulation and implementation.</td>
<td>40</td>
</tr>
</tbody>
</table>
**ACCURACY**

This factor measures the importance of the work as it applies to the opportunity for making errors and the consequences of these errors upon the organization and the availability of supervision present to detect such errors.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Work is routine and closely supervised. Possibility of error is negligible although a certain degree of accuracy is necessary.</td>
<td>8</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Involves routine duties where errors are possible but are easily detected and corrected. Errors usually cause confusion in the immediate organization only.</td>
<td>16</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Work is less routine and errors will effect other organizations or activities and disrupt the normal operational efficiency of the organization.</td>
<td>24</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Wide degree of independence is placed on performance and errors could have a serious effect on the organization. Cost of correction is usually considerable and checking of work functions by the supervisory staff is minimal.</td>
<td>32</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Work is of a very complicated nature where errors may effect major decisions in operating policies. Cost of correction will be great in terms of either time or money.</td>
<td>40</td>
</tr>
</tbody>
</table>
### EQUIPMENT, PROCESS, AND MATERIALS

This factor appraises the responsibility for preventing loss and damage from carelessness to equipment and materials and process to include handling setup and operation.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Responsible for equipment and materials which are of nominal value and are not damaged easily.</td>
<td>6</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Responsible for equipment and materials where loss or damage will not exceed $10. Work process is under frequent scrutiny by the supervisor but carelessness or lack of prompt action could cause loss in output.</td>
<td>12</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Responsible for equipment and materials where loss or damage will not exceed $100. Works with equipment more susceptible to damage. Worker exercises more care with his equipment and is under less scrutiny by his supervisor.</td>
<td>18</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Requires more than routine care to prevent damage to equipment and materials. Loss of equipment and materials due to carelessness or lack of prompt action may run as high as $1,000. Infrequent checks are made by the supervisor on the product and serious production losses may result.</td>
<td>24</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Considerable care must be taken with equipment and materials to avoid substantial damage. Work is performed, primarily independently, where sole responsibility rests with the worker. Losses are usually in excess of $1,000.</td>
<td>30</td>
</tr>
</tbody>
</table>
WORK OF OTHERS

This factor appraises the extent of responsibility which the worker exercises for assisting, instructing, or directing the work of others.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Responsible for own work. Provides no assistance, instruction, or direction to other workers.</td>
<td>6</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Responsible for the instruction and direction of up to two workers. Tasks are simple and routine.</td>
<td>12</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Directs the work of a small group of workers of medium skills (up to five). Work assignments are simple but require analytical inspection.</td>
<td>18</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Directs the work of a larger group of employees (up to ten) on medium to semi-complex work or a small group of employees (five or less) involved in performing more technically exacting work.</td>
<td>24</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Exercises direction over jobs employing various skills in more complex work assignments (over ten employees) or exercises supervision over a smaller group of employees engaged in highly technical work, very complex in nature.</td>
<td>30</td>
</tr>
</tbody>
</table>
CONFIDENTIAL MATERIAL

This factor appraises the integrity which must be exercised by the worker and measures the confidential materials with which he must deal.

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Involved with negligible amount of confidential material.</td>
<td>6</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>May work with confidential data but disclosure of this material would not have an appreciable effect on the organization.</td>
<td>12</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Works regularly with confidential material. Disclosure may have an appreciable effect on the organization.</td>
<td>18</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Works continually with confidential material of considerable importance. Disclosure may be quite detrimental to the organization’s well-being.</td>
<td>24</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Has complete access to all confidential material which may affect policy, planning, and operational efficiency. Such disclosure may endanger the organization’s progress and future or may result in major investigations into organizational operations.</td>
<td>30</td>
</tr>
</tbody>
</table>
WORKING CONDITIONS

This factor appraises the surroundings or working conditions in which the employee must do the job. Keeping in mind the presence of such conditions as dust, heat, oil, fumes, dirt, vibration, noise, cold, and dampness.

<table>
<thead>
<tr>
<th>DEGREES</th>
<th>DESCRIPTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Ideal working conditions with practically no disagreeable elements.</td>
<td>5</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Some disagreeable elements present which disturbs the physical and mental well-being of the employee. Usually present occasionally and to a minor degree.</td>
<td>10</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Several disagreeable elements or one very disagreeable element is present to the degree as to affect the work of the employee.</td>
<td>15</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Continuous exposure to elements which have a noticeable effect on the work output. These elements can no longer be considered a nuisance factor.</td>
<td>20</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Continuous and intensive exposure to several disagreeable elements. Can be continuous outdoor exposure, extremely high temperatures, noises, etc.</td>
<td>25</td>
</tr>
</tbody>
</table>
HAZARDS

This factor appraises the hazards, including accident and health, connected with or surrounding the work environment, even though all safety precautions have been taken.

<table>
<thead>
<tr>
<th>DEGREES</th>
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<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Degree</td>
<td>Work in which accidents and hazards are not normally found.</td>
<td>5</td>
</tr>
<tr>
<td>2nd Degree</td>
<td>Work where minor health hazards and accidents are present. Usually involves minor cuts, burns, and abrasions.</td>
<td>10</td>
</tr>
<tr>
<td>3rd Degree</td>
<td>Work where time-loss due to accidents is prevalent to include broken bones, eye injuries, occupational diseases, etc., none of which are permanently incapacitating.</td>
<td>15</td>
</tr>
<tr>
<td>4th Degree</td>
<td>Exposure to work where more serious injuries may result, such as loss of an arm, leg, hand; serious burns, etc.</td>
<td>20</td>
</tr>
<tr>
<td>5th Degree</td>
<td>Exposure to accidents or occupational diseases which may result in serious or total permanent disability or death.</td>
<td>25</td>
</tr>
<tr>
<td>GRADES</td>
<td>POINTS</td>
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<td>3</td>
<td>178-194</td>
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<td>4</td>
<td>195-211</td>
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<td>5</td>
<td>212-228</td>
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<td>6</td>
<td>229-245</td>
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<td>7</td>
<td>246-262</td>
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<td>8</td>
<td>263-279</td>
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<td>280-296</td>
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<td>297-313</td>
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<td>11</td>
<td>314-330</td>
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<td>15</td>
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<td>16</td>
<td>399-415</td>
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<td>17</td>
<td>416-432</td>
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<td>18</td>
<td>433-449</td>
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<td>19</td>
<td>450-466</td>
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<td>20</td>
<td>467-</td>
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</tr>
</tbody>
</table>
Conclusion

This paper has shown that there is a need for change in the classification system of the City of Albuquerque. The problems have been identified and isolated, and a viable plan has been developed to eliminate these inequities and deficiencies and will assist in creating organizational stability and harmony. Extreme care must be rendered to maintain and update the system and constantly analyze degree descriptors and make the appropriate adjustments as philosophies, goals, and organizational commitments change.
APPENDIX
CITY OF ALBUQUERQUE

Job Evaluation Questionnaire

Name: 
Man #: 
Position Title: 
Organization: 
Job Code: 

Please Complete:
Working Hours: ____________ Your immediate supervisor: ______

___________ What equipment do you use: __________


Please describe your duties in your own words. Give examples to make your meaning clear. If you process paperwork, please estimate the number of forms per day or week, etc., that you handle. Be sure to include duties that you do weekly, monthly, seasonally or annually, as well as daily duties.

Use additional sheets of paper if necessary.

<table>
<thead>
<tr>
<th>Duty:</th>
<th>Priority</th>
<th>% of Your Time</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
</tbody>
</table>
List the names and position titles of persons whose work you direct, review, supervise or instruct regularly. Tell what kind of work is involved.

List the names and position titles of persons who regularly direct, review, supervise or instruct you in the course of your work. Tell what kind of work is involved.

How long have you held this position? ____ Yrs. ____ Mos.

How have your duties changed in that time? Why? When (approximate date)?

If you left your position, what kind of abilities, training and experience should the next person to hold this position bring to it?

_________________________  __________________________
Date                      Employee’s Signature

Immediate
Supervisor’s
Comments:

_________________________  __________________________
Department Director’s    Supervisor’s Signature
Signature
CITY OF ALBUQUERQUE

Job Description

Job Title: Clerk/Typist II
Job Code: 609
Grade: C-05
Activity #44504
Department: Public Works
Division: Traffic Engineering
By:
Date: 3-16-72

General Statement of Duties:

This is a clerical position for which typing duties are especially important.

Typical Duties:

1. Type lists, letters, cards, reports, memorandums and other material from rough handwritten or typed copy; correct spelling, punctuation and grammar as necessary in accordance with standard usage or the preferences of the organization.

2. Prepare or arrange for preparation of carbon, xerox or offset copies of typed material; collate and bind or arrange for collation and binding of typed and copied material.

3. Arrange narrative, statistical or graphical material on the page and type clean copy.

4. Answer and place calls, write down messages and other information and relay it to the proper person, refer callers or visitors to the proper person or office; provide information and general directions to callers according to general or specific instructions; may assign work according to standard procedures.

5. Maintain lists, logs, and records; may post information to summary lists, logs and records according to set categories; may cross-check postings to various lists, logs and records; may prepare summary and narrative reports based on current records and comparison to prior records.

6. Files material and search files for material; may maintain files and filing systems; may control access to files; may set up new files or filing systems.

7. Encode and decode information; may check for accuracy and verify information; may perform audits and inventories; may collate and tabulate data; may prepare information for data processing input.
8. Compute simple statistics, such as percentages, discounts, amounts per unit time or distance; may itemize bills and invoices; may compute partials, may order supplies; may maintain schedules for equipment, supplies, personnel, and usages.

9. Derives information from maps, charts, and diagrams; may prepare simple charts and diagrams from raw data.

10. Perform other duties as necessary or assigned.

Qualifications:

**Education, Training, and Needed Skills:**

Ability to read, write, type 50 words per minute. High school diploma or business and trade school certificate in general office procedures desired.

**Experience:**

Two years experience in general office work including typing duties.

**Knowledge or Abilities Needed:**

Must be able to perform the four basic arithmetic operations. Operate a multi-line telephone instrument or call director, Xerox machine, and basic office machines.
NEW MEXICO STATE PERSONNEL BOARD

JOB DESCRIPTION QUESTIONNAIRE

To be completed by incumbent of the position--please type if possible

1. Your Name:  

2. Your Official Job Title:  

3. Agency Where You Work:  

4. Division:  

Section:

Work Unit:  

Location:  

5. Your Work Telephone No.:  

6. Name of Your Immediate Supervisor:  

7. Official Title of Immediate Supervisor:  

8. Do you work full-time: _yes _no  If no, how many hours per week?  

9. Description of Work: Using your own words, describe below the work you do. Avoid indefinite expressions such as "I assist in ..." Instead, explain exactly what you do and how you assist. For example: "I receive, open, time-stamp, and route incoming mail." List each duty and responsibility. Do not tell us what your department does, tell us what you do. Don't be afraid to list specific tasks merely because you believe everyone knows what a person in your job does. List the most important duties first. In the column at the left, indicate the approximate percentage of time spent on each assignment. If certain duties have recently been added or changed, indicate in parentheses the approximate dates when you began performing the duties as you have described them.

<table>
<thead>
<tr>
<th>% of Time</th>
<th>Work Performed</th>
</tr>
</thead>
</table>

(If more space is needed, attach separate sheet.)
10. If you use any machines, special tools or equipment in your work, please list them here and indicate whether you use them frequently, occasionally or once in a while.

11. If you supervise any persons, please list their names and job titles here.

12. If you check the work of any persons, please list their names and job titles here.

13. If there are any persons who perform the same tasks you do, list their names and job titles here.

14. CERTIFICATION BY INCUMBENT: I certify that the above answers are my own and true.

SIGNATURE: __________________________ DATE: ____________

Employee Completing this Form

15. CERTIFICATION BY IMMEDIATE SUPERVISOR: I certify that the above statements, with the exceptions, additions or comments noted below, are correct and that the incumbent has been performing essentially the same duties since: ________________

SIGNATURE: __________________________ DATE: ____________

Immediate Supervisor

16. APPROVAL BY AGENCY HEAD: I concur with all statements above.

SIGNATURE: __________________________ DATE: ____________

Agency Head
NEW MEXICO PERSONNEL BOARD CLASSIFICATION PLAN

CLERK I
(CLK I)

DEFINITION:

This is an entry level position in the clerical field; work assignments include simple clerical tasks of a routine nature; receives training in more difficult clerical work and in the operation of office machines.

SUPERVISING AND GUIDELINES:

Work is under immediate supervision. Guidelines include the agency filing systems and oral and written instructions from immediate supervisor.

EXAMPLES OF WORK PERFORMED:

Sorts, arranges, and files materials in alphabetical, numerical, or chronological sequence; pulls files and looks up information; assembles mimeographed material in proper order; receives training in the receipt, distribution, and dispatch of mail; picks up and delivers documents and/or supplies according to a regular schedule or as directed; makes simple arithmetical computations; enters routine postings on various office records; receives training in the operation of adding, Xerox, mimeograph, postage and addressograph machines; answers phone and refers calls; performs related work as required.

DISTINGUISHING CHARACTERISTICS:

This is an entry position in the clerical field; work assignments are clearly defined and routine and focus on processing, filing or screening agency forms.

MINIMUM QUALIFICATIONS:

1. Ability to pass the appropriate State Personnel Board examination. For some positions a New Mexico Motor Vehicle operator’s license may be required.

2. Some knowledge of office procedures, filing, alphabetizing, English usage and arithmetic; ability to perform routine clerical tasks rapidly and accurately; to understand and follow simple oral or written instructions.

3. Working conditions: incumbents assigned to this class will perform their work in an office setting.
NEW MEXICO PERSONNEL BOARD CLASSIFICATION PLAN

CLERK II
(CLK 2)

DEFINITION:
The work performed at this level within the clerical field requires the application of judgment in processing and filing agency records and forms.

SUPERVISION AND GUIDELINES:
Work is under supervision. Guidelines include agency filing and procedure systems, and oral and written instructions from immediate supervisor.

EXAMPLES OF WORK PERFORMED:
Sorts, arranges and files a wide variety of materials in alphabetical, numerical, or chronological sequence; searches for needed information, and relates it to appropriate individuals; operates mimeograph, Xerox, and other copying machines and assembles materials in proper order; receives, distributes and dispatches mail; composes routine correspondence; insures that card, correspondence, and record files are current; makes simple arithmetical computations; answers phone and refers calls; performs related work as required.

FOR ASSIGNMENT IN PROCEDURES:
Applies agency policy and procedures to verify correctness and completeness of information reported on forms such as invoices, applications, deeds, transactions, inventories, etc.; codes or insures that proper codes have been entered; initiates form letters to acquire additional information; interprets agency policy to members of the public in person or in writing; maintains logs of forms processed; performs related work as required.

DISTINGUISHING CHARACTERISTICS:
This level within the clerical series requires only limited supervision and incumbents are required to exercise some initiative in completing assignments. The majority of the work at this level requires familiarity with agency policies and procedures.

MINIMUM QUALIFICATIONS:
1. Completion of tenth grade plus any combination of additional education and suitable work experience totaling
Satisfactory completion of the General Educational Development test is acceptable for two of the requisite additional years.

2. Knowledge of office procedures, filing, alphabetizing, English usage and arithmetic; some knowledge of agency procedures and policy; ability to perform a wide variety of clerical tasks rapidly and accurately; to understand and follow oral and written instructions; to extract information from files; to interpret agency policy.

3. Working conditions: incumbents assigned to this class will perform their work in an office setting.
NEW MEXICO PERSONNEL BOARD CLASSIFICATION PLAN

CLERK III
(CLK 3)

DEFINITION:

Incumbents at this level in the clerical field supervise a simple file and/or mail processing unit; or perform at the journeyman level in processing agency forms; or begin complex specialized clerical work.

SUPERVISION AND GUIDELINES:

Work is under general supervision. Guidelines include agency policies and procedures, laws, rules, and regulations; for assignment as supervisor, supervisory techniques.

EXAMPLES OF WORK PERFORMED:

For Assignment as Supervisor:

Assigns and checks the work of employees assigned to a file and/or mail unit; prepares work schedules; insures that employees are informed of changes in procedures; insures that all equipment in the unit is in good working order; establishes procedures for maintaining and keeping track of records and files; trains employees assigned to unit; answers correspondence; performs related work as required.

For Assignment in Procedures:

Applies agency policy and procedures to verify correctness and completeness of information reported; codes or insures that proper codes have been entered; interviews visitors to obtain required information; interprets agency policy and procedures to members of the public, in person or in writing; maintains reference files; researches files to extract needed information; compiles and prepares reports; transfers data to appropriate records and charts; prepares graphs; makes arithmetical computations; operates simple office machines; performs related work as required.

For Assignment in Specialization:

Receives training in highly specialized clerical work involving technical procedures and terminology as found in scientific, legal, medical, or engineering disciplines; in obtaining and compiling a variety of statistical and informational data; in verifying accuracy and completeness of complex scientific, medical, legal, or engineering documentation; corresponds with agencies, businesses, and the public to exchange technical information; performs related work as required.
DISTINGUISHING CHARACTERISTICS:

The work at this level in the clerical series consists of either supervising a simple clerical unit, or performing technical clerical work at the journeyman level requiring familiarity with agency policies and procedures, or receiving training in specialized clerical work requiring the understanding of technical terms, words, and phrases.

MINIMUM QUALIFICATIONS:

1. High school graduation or successful completion of the General Educational Development test, plus any combination of college level education and clerical experience totaling two years.

2. Good knowledge of office procedures, filing, alphabetizing, English usage and arithmetic; of agency procedures and policy.

3. **For Assignment as Supervisor:**

   Ability to supervise a simple clerical operation; to interpret agency policy to employees; to train employees assigned to unit.

   **For Assignment in Procedures:**

   Ability to perform a wide variety of clerical tasks rapidly and accurately; to apply agency policy and procedures to tasks performed; to accurately extract required information from files; to prepare reports.

   **For Assignment in Specialization:**

   Ability to learn technical terms, words, and phrases; to perform a variety of specialized clerical work.

4. Working conditions: incumbents assigned to this class will perform the majority of their work in an office setting.
NEW MEXICO PERSONNEL BOARD CLASSIFICATION PLAN

CLERK IV
(CLK 4)

DEFINITION:

Incumbents at this level in the clerical field supervise a clerical unit involving the application of agency policies and procedures, or perform specialized clerical work involving familiarity with terms used in scientific, legal, or engineering work.

SUPERVISION AND GUIDELINES:

Work is under general supervision. Guidelines include agency policies and procedures, laws, rules, and regulations. For assignment as supervisor, supervisory techniques.

EXAMPLES OF WORK PERFORMED:

For Assignment as Supervisor:

Assigns and checks the work of employees assigned to clerical unit, which focuses on the application of agency policy and procedures to clerical tasks, prepares work schedules; insures that employees are informed of changes in agency policies and procedures; establishes work flow and reporting procedures; oversees maintenance of reference files; compiles and prepares reports; interprets policy and procedures to members of the public, in person or in writing; insures that office equipment is in good working order; performs related work as required.

For Assignment in Specialization:

Performs specialized clerical work involving procedures and terminology as found in scientific, legal, or engineering fields; obtains and compiles a variety of statistical and informational data; verifies accuracy and completeness of scientific, legal, or engineering documentation; corresponds with agencies, businesses, and the public to exchange technical information; performs related work as required.

DISTINGUISHING CHARACTERISTICS:

The work at this level in the clerical series involves the supervision of a technical clerical staff or the performance of specialized clerical work requiring the understanding of terms found in scientific, legal, or engineering fields.

MINIMUM QUALIFICATIONS:
1. High school graduation or successful completion of the General Educational Development test, plus any combination of college level education and clerical experience totaling four years.

2. Good knowledge of agency policies and procedures; of office procedures; of data collection and report writing; of English usage and arithmetic.

For Assignment in Supervision:

Good knowledge of supervisory and training techniques; ability to supervise a technical clerical operation; to interpret agency policy to employees; to train employees assigned to unit.

For Assignment in Specialization:

Ability to perform technical clerical tasks accurately and rapidly; to understand technical terms, word and phrases; to compile information and write reports.

3. Working conditions: incumbents assigned to this class will perform the majority of their work in an office setting.
NEW MEXICO PERSONNEL BOARD CLASSIFICATION PLAN

CLERK SPECIALIST
(CLK SPCL)

DEFINITION:
Incumbents at this level in the clerical field supervise and participate with a specialized clerical unit in establishing and maintaining important records and supportive documentation or producing correspondence, reports and publications requiring thorough knowledge of guides and agency policy.

SUPERVISION AND GUIDELINES:
Work is under general supervision. Guidelines include agency policy, procedures, laws, rules and regulations and supervisory techniques.

EXAMPLES OF WORK PERFORMED:
Independently performs highly specialized clerical work involving an understanding of terminology as found in scientific, legal, medical, or engineering disciplines; verifies accuracy and completeness of complex scientific, medical, legal, or engineering documentation; corresponds with agencies, businesses, and the public to exchange technical information; obtains and compiles informational data; undertakes complex clerical projects requiring planning, organizing, initiative, and judgment; performs related work as required.

DISTINGUISHING CHARACTERISTICS:
Work performed at this level in the clerical series is specialized, and consists of a variety of assignments, involving supervision of a clerical unit.

MINIMUM QUALIFICATIONS:

1. High school graduation or successful completion of the General Educational Development test, plus any combination of college level education and clerical experience totaling six years.

2. Considerable knowledge of agency policies and procedures; of supervisory and training techniques; of office procedures; of data collection and report writing; of English usage and arithmetic; ability to perform technical clerical tasks accurately and rapidly; to supervise a specialized clerical operation; to interpret agency policy to employees; to train employees; to understand technical terms, words and phrases; to undertake clerical project assignments; to compile information and write reports.
3. Working conditions: incumbents assigned to this class will perform the majority of their work in an office setting.
POSITION DESCRIPTION

Class Title of Position
Staffing Clerk (Typing)

Organizational Title of Position
Correspondence Clerk

Department, Agency, or Establishment
U. S. Civil Service Commission

First Subdivision
Dallas Region

Second Subdivision
Area Office

NATURE AND VARIETY OF ASSIGNMENTS

1) Preparés or assists in the preparation of replies to
general correspondence not requiring a specialist to
answer.

2) Operates standard electric typewriter or Magnetic Tape
Selectric Typewriter in preparing replies to corre-
spondence.

3) Selects appropriate examination announcements and other
informational material from files for forwarding to
persons who have inquired about Federal employment
procedures and job opportunities.

4) Assists in the maintenance of index files and records
necessary to the Area Office information function.

5) If regularly assigned to the Federal Job Information
and Testing Center, may answer questions from the
general public about Federal job opportunities, either
by telephone or in person.

Minor Assignments

If not regularly assigned to the FJITC, may serve there on
a relief basis or assist regular information personnel
during heavy workload periods.
Guidelines

FPM, CSC Handbooks, and oral instructions.

Person-to-Person Relations

Regular contact with the general public by telephone and in person.

Supervisory Control

Works under the general supervision of a Staffing Specialist.

Significant Grade Controlling Factors

Incumbent should have a good knowledge of basic Federal Civil Service employment procedures.

Other

A qualified typist.

Note: This form has been shortened and the format changed due to limited space. Content material has not been changed.
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