

ADMINISTRATIVE SUPPORT/SECRETARIAL SKILLS MATRIX

| Factor Education and Relevant Experience | Level I | Level II | Level III | Level IV |
|---|---|---|--|--|
| <p>This factor assesses the education and years of experience, as well as the type and relevance of experience, required to perform the duties of the position adequately. Education and training may be substituted for years of experience. The factor also assesses the value of any specialized training, licensing or certification to the requirements of the position.</p> | <p>High school diploma plus 0-1 year of relevant experience or equivalent combination of education, experience and specific training.</p> | <p>High school diploma plus 2 years relevant experience or equivalent combination of education, experience and specific training.</p> | <p>High school diploma, post-high school business/secretarial training plus 5 years progressively more responsible experience in an administrative capacity or an equivalent combination of education, experience and specific training.</p> | <p>Associate degree in a related field plus 7 years progressively responsible experience in an administrative capacity, particularly in an executive environment and/or a supervisory role, or an equivalent combination of education, experience and specific training.</p> <p style="color: red;">Effective 4/1/00</p> |

| Factor Scope/ Impact | Level I | Level II | Level III | Level IV |
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| <p>This factor assesses the area and breadth covered by the work of the position, the personal interactions the incumbent is required to maintain, and the impact of responsiveness/timeliness, work quality and customer satisfaction on the mission/goal of the lab, department or unit. It also assesses the consequences and costs of errors in work content and/or quality, poor judgment or ineffective interactions.</p> | <p>Narrow scope. The work involves the performance of specific, routine operations that include a few separate tasks or procedures. The work product or service facilitates the work of others. Properly performed work output may contribute to the maintenance or enhancement of the credibility of the group, or department. Errors may result in minor delays, lost productivity and/or slight damage to the reputation of the group or department.</p> | <p>Moderate scope. The work involves the execution of specific rules or procedures and treating a variety of conventional problems, questions, or situations in conformance with established criteria. It typically comprises a complete segment of an assignment or project of broader scope. The work product or service affects the accuracy, reliability, or acceptability of further processes or services. Properly performed work output may result in enhancement of the credibility of the group, department or lab. Errors may result in significant delays, lost productivity and/or moderate damage to the reputation of the group or department.</p> | <p>Broad scope. The work involves investigating or analyzing a variety of unusual conditions, problems or questions. Plans and coordinates specific projects and tasks. The work product or service affects a wide range of organization activities or major activities of other organizations. Properly performed work output will affect the credibility of the group, department or lab. Substantial expenditures of time and resources needed to rectify errors or omissions and to repair damage done to the reputation of the group, department or lab.</p> | <p>Extensive scope. The work involves identifying and resolving critical problems and issues. Plans and oversees implementation of complex projects and tasks. The work product or service affects the work of other experts and the development of major aspects of administrative missions. Properly performed work output may have a major effect on the credibility of the group, department or lab. Extensive expenditures of time and resources needed to rectify errors or omissions and to repair damage done to the reputation of the group, department or lab.</p> |

| Factor | Level I | Level II | Level III | Level IV |
|---|--|---|--|--|
| Latitude This factor assesses how assignments are made, the amount of direction received by the incumbent and the nature of such supervision and work review, compared to the incumbent's authority, independence and ability to act on his/her own initiative. It also assesses the extent to which rules, standards, instructions and other guidance are available, the amount of creativity required and limitations on the incumbent's actions. | Performs duties under direct supervision. Work is reviewed for quality assurance. Limited decision-making. Tasks are well defined. | Works under general supervision. Work is reviewed only on completion. Latitude to make decisions and demonstrate initiative within established guidelines. Employs strong reasoning skills. | Works with minimal supervision. Seeks specific direction when needed. Exercises knowledge and skill to ensure processes flow smoothly. Independently identifies and solves problems. Initiative required to choose most efficient and effective methods. | Works independently under general guidance. Accomplishes multiple complex tasks using sound judgment and organizational skills. Provides recommendations for action and/or practical solutions to a wide range of problems. Initiative required to plan for long-term goals. Effective 4/1/00 |

| Factor Complexity | Level I | Level II | Level III | Level IV |
|--|---|--|---|--|
| <p>This factor assesses the variety, difficulty and general complexity of the duties of the position and the extent to which performance is governed by established practice, guidelines or precedent. It assesses the technical requirements of the job, the level of difficulty in learning the job and the ongoing effort required for adequate performance. This factor also assesses the kinds of problems to be solved by the incumbent, the amount of knowledge, analysis, critical thinking and problem-solving ability needed, and the amount of judgment required.</p> | <p>Solves problems of limited scope and complexity. Able to handle multiple tasks and remain focused.</p> | <p>Develops solutions to a variety of problems of moderate scope and complexity. Uses in-depth knowledge of relevant administrative practices and procedures. Demonstrated competence in the use of a personal computer and various databases and software packages.</p> | <p>Develops solutions to problems of broader scope and greater complexity. Exercises independent judgment in performing complex duties which may be confidential and/or sensitive. Advanced working knowledge of office support and computer software (word processing, spreadsheets, database management, presentation).</p> | <p>Develops solutions to a wide range of very complex problems using mature judgment and creativity. Applies initiative and wisdom in executing duties, prioritizing support activities, and resolving issues and problems. Complex multi-tasking capability in a high-pressure environment. Advanced working knowledge of office support and computer software (word processing, spreadsheets, database management, presentation). Effective 4/1/00</p> |

| Factor | Level I | Level II | Level III | Level IV |
|--|---|---|--|--|
| <p>Supervision and Leadership</p> <p>This factor assesses whether or not the incumbent supervises others and if so, how many and what position levels. It also assesses whether the incumbent actually supervises (hires, fires, disciplines) or only coordinates the work activities and work flow of others in the work group. It may also assess whether the incumbent is responsible for training, providing leadership and mentoring, and overseeing the work of others.</p> | <p>Performs routine administrative duties. Ability to organize and prioritize work.</p> | <p>May supervise clerical students to ensure work is completed on time, priorities are in order, and to coordinate schedules. May provide administrative guidance to other personnel.</p> | <p>May supervises junior-level student or administrative employees when necessary. Provides training to administrative/ clerical staff. Provides lead coordination on a project basis.</p> | <p>May supervise administrative support staff. Trains and mentors administrative support staff. Provides strong leadership to other staff members.</p> <p>Effective 4/1/00</p> |

| Factor Communication: Interpersonal, Oral and Written | Level I | Level II | Level III | Level IV |
|---|---|--|--|--|
| This factor assesses the extent of the incumbent's communications with others in the organization, the type, level, frequency and content of such communications, and the impact of those communications on coworkers and the organization. It also assesses the incumbent's skill at expressing ideas clearly and concisely in both oral and written communications. | Good writing and oral communication skills. Good interpersonal skills with work contacts. The contacts are generally in very highly structured situations; e.g., the purpose of the contact and the question of with whom to deal are relatively clear. | Excellent oral and written communication skills. Effective interface and conflict resolution skills. Routinely works with a variety of staff personnel, as well as visitors to the Lab. The contacts are generally in a moderately structured setting; e.g., established on a routine basis. | Advanced written and oral communication, interface and conflict resolution skills. Interfaces with all levels of Lab management and staff, vendors and visitors. The contacts are generally in a moderately unstructured setting; e.g., not established on a routine basis, with different purposes. | Superior interpersonal, oral and written communication skills. Routinely works with all levels of lab management and staff, external organizations and agencies, and the general public. Requires continuous use of technical and business vocabulary. Requires the use of finesse and diplomacy in dealings with high-level contacts in highly unstructured settings; e.g., conducted under different ground rules. Effective 4/1/00 |