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Human Resources: Compensable Factors Matrix

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Compensable Factors	Dimension	Administrative Assistant I	Administrative Assistant II	Sr. Administrative Assistant I	Sr. Administrative Assistant II	Administrative Associate I	Administrative Associate II
Collaboration						*Exempt*	*Exempt*
	Group Problem Solving	Participates in immediate work group. Is aware of purpose and goals of immediate group and one's contribution to them.	Actively participates in immediate work group by listening and commenting on suggested solutions.	Presents solutions to immediate problems.	Presents solutions to immediate and long-term problems.	Takes an active role in leading group problem solving activities. Encourages the group to think of innovative solutions.	Is responsible for fostering a positive problem-solving environment.
	Producing Results with Others	Follows through on commitments to work group. Engages in respectful interactions with others.	Contributes opinions and supports group decisions.	Contributes opinions and supports group decisions. Participates in consensus building.	Solicits opinions and forges compromises.	Leads group in setting goals and monitoring progress.	Is accountable for successful group process and achieving desired results.
	Gaining Organizational Support	Recognizes the need for and seeks input from others.		Effectively works with others outside of the work group to achieve a goal.	Reviews ideas and drafts work products with appropriate parties.	Has knowledge of how to work with upper levels of management to gain support.	Acts as ambassador in presenting ideas to the appropriate audience.

PLEASE NOTE – Each level is cumulative

Communication						*Exempt*	*Exempt*
	Verbal and Written Skills	Formats communication for others; effectively interacts with others.	Drafts communication for others; effectively interacts with others.	Composes and edits communication for others; employs communication techniques appropriate to the person or audience.	Communicates independently internally and externally; is proficient in terminology of the field being supported; has developed a high level of interpersonal skills.	Assists in making formal presentations, both verbal and written, to inform and educate.	Makes formal presentations, both verbal and written, to inform and educate.
	Listening and Understanding	Listens effectively and extracts information pertinent to the	Seeks information to enhance understanding.	Understands and interprets other view points and assimilates	Identifies common themes and draws appropriate	Translates technical or procedural information into	Demonstrates objective listening on a consistent basis; creates

		assigned task.		them.	conclusions; utilizes active listening skills (paraphrasing and reiteration).	specifications or action plans.	an environment that encourages open communication.
	Conflict Resolution	Deals respectfully with others; attempts to resolve personal conflicts without intervention.		Identifies sources of conflict and seeks advice from appropriate person(s).	Demonstrates a high degree of confidentiality and discretion; attempts to resolve conflicts independently (or with an outside resource as appropriate) within work group.	Works to resolve conflicts between groups.	Promotes civility within and outside of work group; fosters environment for collaborative problem solving; demonstrates a high degree of confidentiality and discretion.
	Educating Others	Shares skills.	Informally communicates basic established processes and procedures.	Informally communicates established processes and procedures; may orient new employees to the work group and/or Institution.	Identifies training needs and recommends solutions.	Transfers technical or administrative knowledge to others through formal or informal training.	Develops and may conduct training for one's own area of expertise.

PLEASE NOTE – Each level is cumulative

Influencing and Leading						*Exempt*	*Exempt*
	Managing, Mentoring and Coaching	Seeks out and makes use of mentors.	Acts as a role model and resource for junior staff.	Informally coaches employees in area regarding processes and procedures; acts as a role model for junior staff.	Has formal supervisory and coaching responsibility in work group; may act as a mentor for junior staff.	Typically mentors junior staff in and/or outside of work group.	Encourages others to develop processes for accomplishing goals; may define plans and review results.
	Standards and Goal Setting	Complies with established deadlines and work standards.			Establishes and monitors timelines or short-term goals.	Assists with establishing work standards for group.	Assists with establishing long-term goals for the group.
	Influencing Others	Exhibits and supports positive attitude.	Encourages positive attitude in coworkers.	Actively supports a diverse working environment.	Provides guidance in routine tasks.	Helps others think through their choices. Actively supports diversity initiatives and awareness.	Motivates others towards completion of tasks and assignments.

PLEASE NOTE – Each level is cumulative

Critical Thinking and Problem Solving					*Exempt*	*Exempt*
Defining Problems and Implementing Solutions	Identifies obstacles to completing one's own tasks and seeks appropriate assistance.	Breaks down simple problems into component parts and chooses from established alternative solutions.	Uses past experiences and available resources to identify issues and solutions.	Effectively employs triage and trouble shooting techniques to resolve situations.	Effectively employs triage and trouble shooting techniques to resolve complex situations.	Works cross functionally to solve problems and implement changes.
Innovation and Continuous Improvement	Strives to improve one's own skills and knowledge.	Adapts and improves established approaches to one's own work.	Evaluates established procedures and suggests possible improvements.	Adapts approaches to existing processes and procedures to improve the work of the group.	Participates in the development and implementation of new approaches to the work of the group.	Initiates innovative changes to continually improve operations both within the group as well as Institution-wide.

PLEASE NOTE – Each level is cumulative

Knowledge, Skills and Expertise						*Exempt*	*Exempt*
	Acquiring and Developing Knowledge, Expertise and Skills	Seeks opportunities to participate in Institution sponsored training programs. Remains technically and administratively current in own job.	Remains technically current in one's discipline or area. Understands own area's purpose and organizational structure.	Explores the full potential of technological tools available. Understands own area's purpose and organizational structure and how it relates to the Institution as a whole.	Seeks external opportunities for professional development and training, and applies to current work. Increases knowledge of extra-Institutional environment.	Is current and proficient in new trends, concepts, technologies, and best practices within one's professional discipline and to apply that knowledge to current work.	Integrates new concepts, technologies and practices and aligns with future needs.
	Depth and Breadth of Knowledge	Has obtained some practical experience and/or specialized training. Has basic knowledge of standard software. Requires high school diploma or equivalent.	Has obtained practical experience and/or specialized training. Has intermediate skill level of standard software. Requires high school diploma and professional credentials or equivalent experience.	Has thorough knowledge of standard practices, procedures, software, and technologies related to current position.	Has in-depth knowledge and expertise of practices, procedures, software, and technologies in the field.	Has project management skills.	Has technical or professional credentials or equivalent combined with in-depth progressive experience.

PLEASE NOTE – Each level is cumulative

Responsibility and Accountability						*Exempt*	*Exempt*

	Scope and Impact of Position	Impact of actions and decisions generally limited to own job.		Impact of actions and decisions generally limited to immediate work group or program.	Actions and decisions typically have an impact on the success of the work group or program.	Actions and decisions may have impact on other groups.	Actions and decisions may have a significant impact on performance of the work group, other groups and/or Institution.
	Level of Supervision/ Independence	Completes tasks as assigned and directed by supervisor.	With minimal supervision performs tasks in support of the work group or program; prioritizes own work.	Without direct supervision performs complex and responsible tasks to coordinate and support the activities and functions of a work group or program.	Has latitude to contact high level outside people; authority and accountability for own actions; may direct work of junior staff.	Makes decisions regarding work group or program and may supervise junior staff.	Independently makes decisions that may effect own group and is held accountable for the results.
	Initiative	Follows through in acting upon basic needs of others. Escalates more complex issues to a supervisor.	Seeks better ways to accomplish assigned tasks.	Seeks out and undertakes new tasks; has good judgment about what needs to be done.	Anticipates and prepares for problems or special opportunities and communicates accordingly.	Seeks out and identifies problems or opportunities and takes immediate action to address them.	Anticipates and prepares for extraordinary circumstances; leads larger initiatives.

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