An assessment of the need for a revised job classification system within the organizational structure of Herrington day school incorporated

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AN ASSESSMENT OF THE NEED FOR A REVISED JOB CLASSIFICATION SYSTEM WITHIN THE ORGANIZATIONAL STRUCTURE OF HERRINGTON DAY SCHOOL INCORPORATED

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION

BY
KINNARD DWAYNE WRIGHT

DEPARTMENT OF PUBLIC ADMINISTRATION

ATLANTA, GEORGIA
MAY 1978
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PREFACE

I would like to express my personal gratitude to the Management and Staff of Herrington Day School, particularly, Mr. Eugene Herrington, the Director, for their cooperation during and after the internship period. I would also like to thank Mr. Walden C. Parker, Civil Service Commission, for his technical assistance throughout the preparation of the study.
CHAPTER I

INTRODUCTION

Herrington Day School, Incorporated, a day care center for children from ages two to five, was established in 1974 to serve the economically disadvantaged Perry Homes, Bankhead Court, and Bowen Homes Public Housing projects. It operates primarily on contingency funds furnished by the State Department of Human Resources CETA Title Twenty Program, Fulton County, and the City of Atlanta.

My internship was served at Herrington Day School as a personnel analyst under the auspices of the Governor's Intern Program for a period of approximately twelve weeks. The text of this paper is a compilation of findings and observations discovered during and after the internship period.

Purpose of the Study:

The purpose of the study is to identify the shortcomings of the present job classification system in existence at Herrington Day School and assess the degree to which it has affected employee productivity, motivation, and morale. In addition to identifying the inadequacies of the present classification system, the study proposes to create a revised classification system whose purpose will be to specify standards
of performance necessary for promotions. It is hoped that the creation of the revised system will improve the productivity, motivation, and morale of persons employed at the school.

The specific goals and objectives of the study are:

1. To identify the inadequacies of the present job classification system and assess the degree to which it has affected employee productivity, motivation, and morale.

2. To substantiate the need for the creation of a revised job classification system. This will facilitate greater efficiency in personnel transactions and reduce confusion in job information. This will decrease the possibility of error in both decision making as well as in processing personnel records.

3. To facilitate the establishment of new positions in relation to positions already classified.

4. To lessen employee turnover by creating an effective job classification system which will be career oriented.

5. To give employees at the school a better understanding of the lines of promotion and to help prepare them for promotion.

6. To provide basic information with which to develop training programs.

7. To provide a uniform and meaningful title structure and terminology for use in preparing payrolls and budgets.

It is hoped that the creation and development of a job classification system within the organizational structure of Herrington Day School will serve as a legitimate reference for present as well as
future organizational purposes.

Relevance of the Study:

The basic building block and key element in the structure of any organization is the job. How the job is designated and designed affects the way in which the organization will function. Koontz and O'Donnell's textbook *Management: A Systems and Contingency Analysis of Managerial Functions* states that "For an organizational role to exist and to be meaningful to people, it must incorporate:

1. A clear concept of the major duties or activities involved; and
2. An understood area of discretion or authority so that the person filling the position knows what he or she can do to accomplish results."¹

The problem under investigation is the result of an outdated job design system for the positions within the organizational structure of Herrington Day School. Consequently, the inadequacy of the present system has led to:

A). A lack of understanding on behalf of employees at the school as to their respective job tasks, duties, and responsibilities;

B). A high employee turnover rate due to the absence of an administrative hierarchy; and

Delimitations of the Study:

The study will not take into consideration the worth of Herrington Day School to the community at large.

The study will not assess the unusual qualifications of school personnel.

The study will not measure the volume of work completed at the school.

The study will not assess the scarcity of new employees at the school.

The study will be limited to identifying the shortcomings of the present job classification system in existence at the school, and the possible effects it has had on employee performance. The study will also attempt to create a revised position classification system within the organizational structure of the school.

Methodology:

The methodology to be employed in the study will be aimed at:

1). Identifying and researching organizational problems, such as imbalances in position structuring, overlapping and duplicating functions, fragmentation of organizational structure; and

2). Developing a sound job classification program which will alleviate the problems identified.

The primary data to be used in the study will be obtained by:
1). Developing a questionnaire(s) to be completed by school personnel.

2). Observing employees in the work setting.

3). Conducting interviews with school personnel who occupy key and/or supervisory positions, such as group teachers, the lead teacher, center coordinator, etc.

4). Reviewing the current organizational chart and job descriptions.

5). Carefully analyzing relevant historical data to ascertain the original intent of the school and the progression from one point in time to another.

6). Developing a work log of all tasks or duties performed in the school over a specific period of time to ascertain scope and complexity of tasks assigned to each position or employee.

Both primary and secondary data will be used in the study. Steps one through six specifically outline the information to be employed in the creation of the classification system.
CHAPTER II

A BRIEF HISTORY OF THE SCHOOL

Herrington Day School, Incorporated, was established September 1, 1973, by Mr. Eugene Herrington (the present Executive Director). The founder's original goals and objectives were to develop a new kind of learning atmosphere for young children between the ages of two and five. It was an attempt to remove day care from the realm of babysitting and to place it in a structured learning environment. Simultaneously, Mr. Herrington sought to involve the parents in the academic, social, and administrative life of the school.

Herrington Day School is an ideal setting in which to serve children of low socio-economic and cultural categories, particularly, the low income citizens of southwest Atlanta. The day school is located between two low income housing complexes; neither of the two has any recreational or child care facilities. Perry Homes Public Housing Project, which has 1,000 units; and Bowen Homes Public Housing Project, which has 650 units are in close proximity to the school. Therefore, the school is currently serving children from these three housing projects. Thus, there are many low income children who can be served by a child development program such as the one in existence at Herrington Day School, Incorporated.
Funding and Administration:

Herrington Day School is funded under the auspices of the Atlanta-Fulton County Child Care Program. The City of Atlanta-Bureau of Human Services has administered the child care program since 1974 by contracting with the Georgia State Department of Human Resources for federal funds available through the CETA Title XX Program. The Title XX Program is the overall responsibility of the United States Department of Health, Education and Welfare. One unique feature of the program is the fact that four levels of government participate in its funding. The overall purpose of the program is the provision of child care and auxiliary services in order for aid to dependent children (AFDC) and low income families to:

1. Decrease and eliminate their need for financial assistance from the Welfare Department through employment which provides for career ladder advancement.

2. Obtain their high school diploma and vocational training, where needed, and thereby improve their vocational skills.

3. Serve families who have other special needs which can, in part, be met through the provision of child care.

The funding sources which contribute to the operation and maintenance of Herrington Day School operates according to the following formula:

1. HEW-Title XX and the State of Georgia contribute seventy-five percent of the total operating funds for the school.
2. The City of Atlanta and Fulton County contribute the remaining twenty-five percent of the total operating funds.

The exact amounts appropriated for the period beginning October 1, 1977 and ending February 28, 1977 are as follows:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Georgia Department of Human Resources</td>
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</tr>
<tr>
<td>Title XX Funds - Day Care</td>
<td></td>
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<tr>
<td>Georgia Department of Human Resources</td>
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</tr>
<tr>
<td>Match Donation - Day Care</td>
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<tr>
<td>Fulton County Share - Day Care</td>
<td>$39,345.00</td>
</tr>
<tr>
<td>Atlanta City Share - Day Care (1977)</td>
<td>$124,149.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,241,238.00</strong></td>
</tr>
</tbody>
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Of the $1,241,238.00 appropriated for the entire Atlanta-Fulton County Day Care Program, Herrington Day School received $48,051.54; this is approximately four-tenths of one percent of the total amount appropriated.

The contractual agreements under which the school operates, with the City of Atlanta, stipulate the formulas and requirements for the expenditure of funds, appropriated to the school, and compliance with project objectives as outlined in the work program. In order to assure compliance with project objectives and fiscal accountability, Herrington Day School is monitored and evaluated periodically, by the City of Atlanta, to assess programmatic and fiscal functioning and make recommendations for improvements.

The following information is provided by the contractor to the City of Atlanta on a monthly or quarterly basis:

A). Project expenditure data (monthly);

B). Attendance reports (monthly);
C). Eligibility information (quarterly or as determined by the State Department of Human Resources; and

D). Output measures/performance measures (monthly).

**Personnel - Training and Education:**

Herrington Day School employs approximately fourteen persons. The positions within the organizational structure are disseminated as follows: nine group teachers; one lead teacher; one social worker; one cook (part time); one maintenance man; and one director.

The training and education which employees have had prior to working at the school are as follows: Group Teachers - one group teacher has a Masters Degree, six have Bachelors of Science or Art Degrees, one has an Associates Degree, and one has not attended college, but has considerable experience; Lead Teacher - the lead teacher is a Masters Degree candidate in early childhood education; Social Worker - the social worker has a Bachelors Degree; Cook - the part-time cook has ten years experience in the field; Maintenance Man - the maintenance man also has considerable experience in his field; and, the School Director has a Masters Degree in social planning.

The School conducts a training program in conjunction with the Georgia State Department of Early Childhood Education. The training program is mandatory for all teachers at Herrington Day School and is transferable toward the Masters Degree in Early Childhood Education.
Organizational Structure:

Herrington Day School is governed by a seven-man Board of Directors which is comprised primarily of educators and community persons. The Board of Directors is primarily responsible for the in-house policies of the school. The Atlanta-Fulton County Day Care Program as well as the Georgia State Department of Human Resources (as mentioned earlier) are the prime sponsors for the school under the CETA Title XX Program. Therefore, according to the grant contract, they are required to monitor the school on a quarterly basis. The monitoring phase is essentially a mechanism by which the prime sponsors seek to ascertain whether the school has complied with the criteria guidelines stipulated in the original grant contract which covers the following areas:

A). The financial accountability of the school;

B). The safety of the school facility; and

C). The quality of the educational program in existence at the school.

The Parent Advisory Committee is self explanatory; it is a group of concerned parents who seek to maintain the well being of the school by raising funds for school supplies when the school cannot afford them and maintaining a harmonious relationship with the community at large in order to promote the image of the school as a community based social welfare institution.

The School Director is directly accountable to the Board of Directors, the State Department of Human Resources, and the Atlanta-Fulton
County Day Care Program as well as the Parent Advisory Committee. The Director is responsible for operating the school in a manner that contributes to the growth and development of the children through:

1. The development and execution of an on-going program of group activities that contribute to the care, growth, and development of the children who attend the center.

2. The maintenance of a physical environment that conforms to governmental and agency standards of safety and cleanliness, and is conducive to the optimal growth and development of the children who attend the school.

3. Participating in departmental staff meetings.

4. The supervision of the reclamation and inventory of supplies and equipment for the center.

5. The supervision of the record keeping for the center that is required by governmental and agency policy.

6. Collecting fees and transmitting them to the bookkeeper.

7. Enrolling children and establishing fees to be paid by individual families in accordance with agency policy.

The Social Worker as well as the Lead Teacher, the Cook, and the Custodian is directly accountable to the School Director. The Social Worker is responsible for the direct provision of social services to families of children enrolled in any portion of the day care program by:

1. Evaluating family situations of those persons who wish to be served by the day care program at the school. And, planning with them the most appropriate use of the
day care program.

2. Referring families for alternative community services when the day care program is not appropriate.

3. Maintaining helping relationships with assigned families.

4. Evaluating children's adjustment to the day care program.

5. Assisting the School Director by enrolling children, participating in planning and executing parent activities, and observing children with special problems.

The Lead Teacher (as mentioned previously) is directly accountable to the School Director and is responsible for the direct supervision and coordination of group teachers in the development of a daily program for a group of children in the school by:

1. Assisting in the development and execution of an on-going program of group activities that contributes to the care, growth, and development of the children who attend the center.

2. Supervising and evaluating group teachers, paid and volunteer, employed by the school.

3. Teaching groups of children as required.

4. Planning and conducting regular and called meetings of the teaching staff.

5. Reporting both verbally and in writing to the School Director.

6. Scheduling assignments of center personnel, preferably group teachers.
The resource curriculum teacher is directly accountable to the lead teacher and is responsible for researching and implementing innovative approaches to the educational process by:

1. Assisting in the development and execution of the educational program in existence at the school.
2. Teaching groups of children as required.
3. Conducting educational enrichment programs for the school staff.

The Group Teachers are directly accountable to the lead teacher. They are responsible for planning and conducting the daily program for a group of children in the school by:

1. Planning and conducting daily activities for children.
2. Supervising personnel assigned to assist with daily group activities.
3. Preparing educational materials required to implement the daily activity plan.
4. Maintaining an orderly physical environment conducive to the optimal growth and development of the children.
5. Attending staff and parent meetings and contributing to the meetings.
6. Sharing information appropriately with other staff members.
7. Relating to parents of children in the group to plan for activities, designed to foster the growth and development of each child.
8. Observing, recording, and reporting significant individual and group behavior.
The Assistant Teachers are directly accountable to the group teacher and are responsible for assisting the group teachers with:

1. Planning and conducting daily activities for children.
2. Preparing educational materials required to implement the daily activity plan.
3. Maintaining an orderly physical environment conducive to the optimal growth and development of children.
4. Observing, recording, and reporting significant individual and group behavior.

The Teacher Aides are volunteers who are responsible for:

1. Filling in when employees are absent.
2. Assisting teachers during field trips.
3. Donating their services wherever they are needed.
3Herrington Day School, Atlanta, Georgia, "Third Quarterly Report to the State Department of Human Resources for the period covering December-March, 1975", Atlanta, Georgia, 1 April 1975.
CHAPTER III

WEAKNESSES OF THE JOB CLASSIFICATION SYSTEM

For the purpose of the study, employee productivity will be measured by the quantity and quality of work performed, the willingness to work, and the length of time required to perform specific tasks.

The writer's assessment of employee productivity at the school is mixed. For instance, on many occasions during the internship period, the writer would find employees sleeping on the job, spending excessive amounts of time on the phone or just socializing among themselves. In the meantime, their respective duties were being neglected. As a personnel analyst, it was the responsibility of the writer to document and investigate discrepancies between position descriptions and job tasks completed during the course of a given work day. The writer's findings and observations were:

A). The position descriptions for many of the jobs within the organizational structure of the school were, for the most part, grossly inaccurate and outdated. Therefore, they did not reflect the totality of tasks completed during the course of a given
work day and in some instances were exaggerating the relative importance of the position compared with other positions.

B). There was not enough supervisory checks and balances to ensure completion of assigned tasks.

C). In a few instances, employees lacked a clear concept of their major job duties and/or responsibilities and the relationship their duties had to the total operation of the school. In other words, there was no system's approach to the administration of the school. This problem arose because of the absence of a meaningful class and title structure, delineating the systematic arrangement of work assignments among school personnel.

D). Many of the skills and knowledge of employees were under-utilized because they did not understand their area of discretion or authority. As a result, people filling the positions at the school did not know what he or she could do to accomplish results. This problem is due to a lack of proper supervision on behalf of the first-line supervisor (lead teacher).

E). The selection criteria for positions within the organizational structure of Herrington Day School is highly inadequate. This is attributable to the absence of qualifications statements delineating the experience, skills, knowledge, and abilities, which each employee should possess prior to entering employment at Herrington Day School.

F). There are no verifiable or quantifiable organizational goals and
objectives for purposes of evaluation of program performance.

Employee Attitudes:

The nature of employment at Herrington Day School, which is a community based social welfare organization with limited financial resources and a very centralized organizational hierarchy, is tenuous. Many employees expressed their opinions to the writer during interviews. They viewed employment at Herrington Day School as:

A). A dead-end job that offered them little chance for advancement or upward mobility.

B). A temporary job that would suffice until they found a better paying one.

C). A job which requires an unusual amount of skill, patience, and energy without affording them adequate compensation in terms of wages, and fringe benefits.

D). A job in which the management has little or no sensitivity for the conceptual working environment or the well being of employees.

The attitudes expressed on behalf of the employees at the school are the results of working for an organization which receives the bulk of its funding from contingency monies. Thus, the organization can only programmatically plan for each year. Subsequently, this conditional situation adversely impacts on the work environment
more specifically, personnel matters.

On the other hand, the School Director's recruitment and selection philosophy, which is based primarily on a CETA requirement, is to hire people who have had poor work records and make some attempts to rehabilitate them, thereby giving them a chance to prove themselves worthy of retaining permanent employment at Herrington Day School. The School Director responded to the criticism of the employees during an interview with the writer. The Director feels that many of the employees at the school:

A). Try to take advantage of his generosity by taking excessive sick days, missing PTA meetings, arguing with supervisors, etc.

B). Do not possess the skills, knowledge, and abilities or attitudes to do an effective job at the school.

C). Let their personal problems affect their job performance, thereby using them as an excuse for poor performance.

D). Do not take the initiative to make an attempt to improve the conditions at the school on their own. Instead, the Director feels that they wait for him to make all their decisions for them.

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4Interview with Eugene Herrington, Herrington Day School, Atlanta, Georgia, 12 August 1977.

5Ibid.
E). Exhibit little or no loyalty to the school and try to take advantage of every opportunity they get.

Performance Appraisal:

A careful review of the employee evaluations conducted at the school semi-annually indicates that half of the employees at the school were working far below the minimum standards of acceptable performance. A review of the files indicates that those persons ranked below average were allowed to remain in their positions without fear of disciplinary or administrative action. Those persons receiving higher evaluations received no rewards or incentives for their performance. This poses a fundamental question, why should one waste time with evaluations if they are not used for the purpose for which they are intended; the assessment of the relative efficiency of employees in a given work setting.

Ideally, evaluations should be used as a basis for determining the effectiveness and/or efficiency which employees exhibit in the accomplishment of their respective job tasks. Evaluations should be one basis for administrative decisions regarding personnel. If they are ignored and pushed into a vacant file, the result is usually counter-productive. Such is the case at Herrington Day School.
When ineffective job performance is allowed to go unpunished and efficient job performance is allowed to go unrewarded, the results are usually negative. The purpose of evaluation is to provide the employee with feedback on his or her job performance and to offer possible suggestions for improvement. If the employees do not have adequate feedback on job performance, then they naturally assume their work is satisfactory. Or, if a person is doing above-average work and he receives no feedback on his job performance, then oftentimes he will naturally decrease his efforts because there are no incentives or rewards for his efforts. Such is the case at Herrington Day School; Management has let below-average work flourish without any feedback, thereby decreasing the productivity of relatively efficient employees.

Analysis of the Results of the Interviews and Questionnaires:

The interviews conducted at the school revealed that many of the employees have very negative attitudes about their employment. More specifically, the more common complaints were as follows:

A). They feel that the job requires an unusual amount of skill, patience, and energy without affording them adequate compensation in terms of wages and fringe benefits.
B). They feel that the management (Executive Director) has little or no sensitivity for their financial or physical well being or the conceptual working environment.

The attitudes expressed by the employees at the school are primarily attributable to the fact that Herrington Day School operates on contingency funds received from four sources. The operating funds are very minimal and must be used very sparingly for personnel matters; such as, raises, group insurance, etc., therefore, many of the employees at the school are somewhat underpaid.

On the other hand, the School Director feels that he has done many of the employees at the school a favor by hiring them in the first place. According to the Director, "Most of the employees at the school have experienced a number of work-related problems prior to working at Herrington and their negative attitudes have obviously followed them to their present positions." The Director further stated that "He would be willing to do anything recommended in order to remedy the very negative relationship between himself and the employees." At this point, the executive director allowed the writer to require that each staff member complete a task/job analysis questionnaire. The employees were given a week to record all tasks which they completed during the course of a given work day and transcribe the tasks statements along with other pertinent
information onto the questionnaire.

The results of the task analysis questionnaire are as follows:

A). There is not nearly enough authority exercised by the lead teacher over the group teachers. This is primarily due to the fact that the lead teacher is responsible for duties and responsibilities which are not mentioned in the position description stated earlier. The task analysis questionnaire revealed that the lead teacher is actually responsible for the coordination of all school activities and the supervision of all school personnel (group teachers included). Because of her multiplicity of responsibilities, the lead teacher cannot adequately supervise tasks assigned to the group teachers on a day-to-day basis.

B). The position of curriculum resource teacher is no longer needed. The duties and responsibilities associated with that particular position are shared by the entire teaching staff during faculty meetings and training sessions.

C). The task analysis questionnaires revealed that there is no appreciable difference between the duties and responsibilities associated with the position of assistant teacher and the duties and responsibilities associated with the position of group teacher. However, the salary level for the group teachers is considerably higher than the level of salary for assistant teachers. This
discrepancy is contrary to one of the fundamental principals of job classification which is equal pay for equal work.

D). There is no uniform class and title structure within the classification system delineating the increased responsibility demanded of employees as they become more proficient in their present positions, over a specified amount of time.

The attitudes exhibited by the employees at Herrington Day School as well as the School Director are counterproductive and can only bring harm to the organization. It is very important that an atmosphere of cooperation and unity of effort be established at the school. This atmosphere of cooperation must revolve around the desire on behalf of the employees and the management of the school to resolve their differences and channel all their efforts toward the accomplishment of the goals and objectives of the school. As an outside personnel analyst, it was the duty of the writer to make some attempts to rectify the situation and help resolve the difference between the management and staff of the school. The following chapter will outline the strategies and/or procedures necessary to resolve most of the problems encountered and formulate a conceptual framework for future organizational planning and development at the school.
CHAPTER IV

PROPOSED REVISION OF THE PRESENT SYSTEM

The previous chapter entitled, "Weaknesses of the Job Classification System", outlined the problems which were identified within the organizational structure of Herrington Day School during the writer's twelve week internship at the school.

The objectives of this chapter are to propose a series of strategies and procedures which will alleviate the problems identified in the previous chapter and create a framework for future organizational planning and development.

The strategies and procedures which should be implemented at Herrington Day School are:

1. The creation of a uniform class and title structure which will accurately reflect the specific type, level, and complexity of work performed. The uniform class and title structure should include the title, a brief statement describing the work performed in the class, the nature of the work, examples of the work, minimum education and experience requirements, essential operational traits and special requirements if any are needed. The establishment of a uniform class and title structure will enable the management and staff of Herrington Day School:
a. To get a better understanding of the nature of the organization and the division of work.

b. To get a better understanding of the lines of authority.

c. To establish new positions in relation to positions already classified.

d. To assure employees that their jobs have been objectively analyzed and that uniform treatment will be accorded to salary and other matters where positions having similar duties are involved.

e. To conduct more effective evaluations based on the prescribed activities and tasks associated with the positions.

f. To give employees at the school a better understanding of the lines of promotion and to help prepare them for promotions.

g. To provide a general basis for advertising job opportunities and for providing answers to applicants' questions about the requirements of the job.

2. The creation of a curriculum committee made up of group teachers. The curriculum committee will replace the position of resource curriculum teacher which should be abolished and reclassified. The creation of the curriculum committee will enable the group teachers:

a. To have some input in the various activities which they will engage in during the course of a given day.

b. To become more interested in the
quality of the educational program offered at the school.

c. To exercise their independent judgment and assume leadership roles at the school.

3. The establishment of a more efficient planning mechanism, whereby the school director and the board of directors formulate goals and objectives on an annual basis. The establishment of a more efficient planning mechanism will:

a. Be a basis for deciding upon yearly organizational goals and objectives and the activities necessary for their accomplishment.

b. Serve as a strategy for identifying and choosing alternative courses, formulating derivative plans, and quantifying plans by budgeting.

c. Enhance the future viability of the school as a permanent community institution.
CHAPTER V

CONCLUSION

The increasingly large part played by position-classification plans in the personnel machinery of government has been due to practical demonstrations of the advantages that are gained through the use of this management device. These advantages, summarized hereafter, are of such importance and variety as to appeal readily to officials confronted with problems of general administration, personnel administration, budget control or salary legislation.

One feature of a position-classification plan that makes its benefits felt in many directions is that it establishes a common language; a uniform, significant, and defined terminology for the naming of positions.

Those positions which are so nearly alike in duties and responsibilities that they can be considered together as a unit for employment and pay purposes are placed in the same class and are given the same descriptive title, the meaning of which is explained in a written definition or class titles as a common language device for records, correspondence, and other communications in personnel and
fiscal administration.

In establishing and administering pay rates for positions in the public service and apart from any other factor of salary policy, one of the most important objectives to be secured is plain equity. The pay scale at any time for a stenographer doing a certain class of work should be the same, whether it be Herrington Day School or state or local government that pays the salary. Positions involving duties and responsibilities of higher order should be compensated in due relation to those of less importance. In other words, scales of pay must be logically and consistently related to work performed. Thus, through the use of a position classification plan as a base, the same pay scale is made to apply to all positions involving equal work under the same employment conditions; and different pay scales are applied in proper sequence to positions involving different work.

In budget making, administrative officials, as in the case of Herrington Day School, can use the classification plan as a definite tool for presenting requests for funds for personnel. Schedules of positions are built upon the

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official class titles, which have the same meaning to the writer and the reader of the schedules, each title being supportable, if necessary, by an official explanation in the form of a class specification. Masses of detail can be diminished greatly by the listing of positions by classes, showing the number in each class. Thereby, eliminating time spent dealing with individual positions, in comparing one position with another and in endeavoring to find out what position titles mean. Through the use of a position classification plan, time can be saved and devoted to broader questions.

A position classification plan, embodying written specifications showing the training, experience, knowledge, and skills, which employees should possess at entrance to each class of positions, has a pivotal place in the effective planning of such activities and the conduct of the numerous transactions involved. It serves as an orderly arrangement of facts about the duties, responsibilities, and qualification requirements of positions. These are facts that form the basis for planning and preparing tests, for informing prospective applicants or other interested persons about the duties of the positions to be filled and the essential qualifications to be tested and rated, in the course of preparing eligibility lists, and for controlling the use of these lists in the filling of requisitions for certification of eligibles.
Before general policies can be determined and procedures laid down for promotions, more must be known about the positions within the organization and especially their relationship to one another in rank and kind of work. Because promotion is the movement of an employee to a higher position, the relative place of each position in a promotional sequence needs to be known. Areas of activity from which employees may be drawn for higher positions need to be identified. The qualifications necessary for each position have to be known. All this information, however, is directly furnished by a properly constituted position classification plan.7

In general, it may be said that there is no important phase of a modern personnel program in which a position classification plan is not a convenient aid. For example, an important phase of personnel administration is the evaluation of employees, a necessary step in discovering, developing, retaining, and utilizing to the fullest extent the most able and efficient employees. The building of a service rating program for this purpose is aided by the existence of a position classification plan, which supplies the factual and analytical foundation upon which the final

determination of rating factors may proceed, class by class, instead of individual position by individual position. 8

By the orderly inventory and analysis of the duties and responsibilities of positions, the discovery of their supervisory relationships, and the tracing of flow of work tasks all of which are carried out in classification surveys--facts are disclosed which serve classification and organization purposes equally. Although the classification process does not of its own force carry with it the authority to prescribe or change organizational structure, lines of responsibility, work sequences, or the number of positions of each kind, it must go into these features in order to show what exists in all respects. The picture thus revealed, perhaps for the first time, may be so illogical or wasteful that it calls for attention and correction. Whomever the official having the power to make the correction, the classification facts are his basic tools and the classes and class titles of the position classification plan is his language for expressing such corrections and making them understandable to others.

It is a wise manuver, in the public service in which Herrington Day School is included, to engage in positive

steps to maintain and improve the effectiveness of working forces. A basic policy in this direction is that personnel matters shall be administered according to definite policies, sound principles, and clear procedures formulated in advance. Morale is an uncertain factor when personnel matters are decided in a haphazard way as individual cases arise. Such, is the case at Herrington Day School; the absence of sound policies and procedures governing personnel matters eventually led to poor morale and a large amount of apathy on behalf of management as well as staff. In this particular case, a position classification plan has definite contributions to make because of the foundation it provides for broad planning and for uniformity and equity of action. However, in many phases of personnel administration, position classification plans are as conducive to good service as they are potential sources of friction and controversy.

Moreover, emphasis should be placed not only upon the final results of the classification process or their use in pay, promotion, or training programs but also upon certain of its inherent steps, particularly those which are involved in the security of information about individual positions. In classification surveys, opportunity is given executives, supervisors, and employees to write descriptions
of their own work, to think about and discuss the relations of their work with the work of other employees, to become appreciative of the part their positions play in the whole activity of their organization, and perhaps to realize fully for the first time why their work is constituted as it is. The more clearly workers are encouraged to identify themselves with their organization and to appreciate their part in it, the more efficient as workers and the more happy as individuals they are apt to be.
SELECTED BIBLIOGRAPHY


Eugene Herrington, Herrington Day School, Atlanta, Georgia, Interview, 12 August 1977.

Herrington Day School, Atlanta, Georgia, "Third Quarterly Report to the Georgia State Department of Human Resources for the period covering December-March, 1975", Atlanta, Georgia, 1 April 1975.


The Civil Service Commission is conducting a review and updating of the classification and salary program.

The main purpose of this survey is to see that all employees receive adequate salaries and EQUAAL PAY FOR EQUAL WORK.

The first step in the survey is to find out the specific duties and requirements of each job in all departments to be covered. To accomplish this task, we are distributing questionnaires so that each of you can write down all the things you do in performing your job.

REMEMBER—FOR THE PURPOSE AND EVALUATION WE ARE INTERESTED IN THE DUTIES AND RESPONSIBILITIES OF THE JOB AND NOT IN YOUR PERSONAL QUALIFICATIONS OR YOUR MANNER OF PERFORMANCE!!!

Your supervisor will review your job description and add his or her comments, if any, on the duties and responsibilities. Your supervisor will also give his or her opinion of the MINIMUM qualifications of training and experience which a new employee should have in order to perform successfully the duties of the job. This aids in determining the appropriate job title and the relative importance of your job compared to others in the organization. The Job Analysts will then review the description of your job and make such on-the-spot study as may be necessary to make sure that it is complete and accurate. The Analysts will then analyze your job and evaluate it with other similar jobs.

THEY WILL PLACE IT IN A GROUP OF LIKE JOBS TO RECEIVE LIKE PAY. This group of jobs and your individual job will be given the same appropriate descriptive title.

In order to evaluate the job groups, the Analysts will consider the DUTIES, RESPONSIBILITIES, and QUALIFICATION REQUIREMENTS for each job, and will prepare detailed descriptions for each group of like jobs. Each group will be evaluated on the basis of several primary factors which contribute to job value, such as:

1. Previous EXPERIENCE needed to properly perform the duties.
2. RESPONSIBILITIES, for assets, records, supervision of employees, etc.
3. MENTAL SKILLS and DEMANDS required for the job.
4. PHYSICAL DEMANDS of the job.
5. Working conditions SURROUNDINGS and HAZARDS.
6. JUDGMENTS and DECISIONS made.

Grading of the different groups of jobs (for salary purposes) will be based on comparison and relative values and on the prevailing salaries paid for similar types of work by other employers in the labor market.

Adoption of the revised job evaluation and pay plan will assure the following main benefits:

1. Uniform titles, with like pay for like positions.
2. Complete description in specifications of the current main duties, responsibilities and qualification requirements for all jobs.
3. Adequate pay schedules based on prevailing rates of pay and relative job values.
4. Identification of normal lines of advancement as a basis for career development and training programs.
THESE THINGS DON'T COUNT IN CLASSIFYING YOUR POSITION

UNUSUAL DILIGENCE OR OVERTIME

LENGTH OF SERVICE

FINANCIAL NEED

VOLUME OF WORK

RELATIVE EFFICIENCY

UNUSUAL QUALIFICATIONS

SCARCITY OF NEW EMPLOYEES

PERSONALITY

THESE DO:

1. Nature and variety of work.
2. Difficulty of the work.
3. Authority and responsibility exercised.
4. Extent of supervisory controls over the work.
5. Qualification requirements of the work.
INSTRUCTIONS AND SUGGESTIONS FOR
FILLING OUT POSITION CLASSIFICATION QUESTIONNAIRE

Do Not Attempt To Fill Out Questionnaire Until You
Have Read These Instructions

WHAT THE CLASSIFICATION SURVEY IS

This is a job inventory. It is not concerned with your abilities on the job or with your qualifications. The kind of work you do and the responsibilities of your position are the things to be shown on the classification questionnaire.

This survey is simply an analysis of the duties and responsibilities of positions in order to develop a classification plan. This plan will consist of a grouping together of all positions having substantially similar duties and responsibilities and requiring like abilities and skills for successful performance.

The classification plan is used as the basis for sound practices in selection, promotion, and transfer, and for uniform and equitable compensation standards. It is essential that the plan be accurate and fair. Therefore, detailed and exact information about the duties and responsibilities of each position is necessary.

You are the best person to provide complete information about your job. You know the exact duties you perform and your responsibilities. Consequently, you are asked to fill in the classification questionnaire. Use great care in doing this, so that a clear and complete understanding of your job can be obtained from your answers. The information provided through questionnaires will be supplemented by information obtained by discussions of the work of individual positions with supervisors and the employees themselves in a number of cases. However, the information provided by you on your classification questionnaire will be very important in determining in what class your position belongs. Your statements will not be changed by your supervisor.

Do not copy other people's answers even though their work is the same as your own. We want your own statement of your work—not the ideas of others about your work. Ask your supervisor to explain questions you do not understand, but use your own words in answering all questions. If you are new on your job, ask your supervisor what duties you will have in addition to those with which you have already become familiar.

PART I — TO THE EMPLOYEE

Read these instructions carefully. Write your answers on one copy of the questionnaire. See that they are correct and complete. Then type your answers on the other two sheets, sign and return the two typewritten forms to your supervisor within five days. Keep your work copy of the questionnaire.

If you cannot type yourself, write your answers on one sheet and return the forms to your supervisor for copying within five days. He will return the forms to you for review, dating, and signature. Then return the typewritten copies to him and keep the sheet which you filled out originally.

The following explanation will help you to understand what information is wanted. Read the explanation for each item just before answering each question.

ITEM 1 — Give your last name first, then your first name, then your middle initial. Indicate whether Mr., Mrs., or Miss by crossing out the two designations which do not apply.

ITEM 2 — Give your present official title as carried on the payroll. If you do not know, ask your supervisor. Under "Usual Working Title of Position," write the title you and your fellow workers customarily use for your job.

ITEM 3 — Indicate your regularly established work schedule, showing your regular starting and stopping times for each day, the length of your regularly established lunch period, and the total number of hours in your regularly established work week. If your official work schedule varies from week to week, show the average number of hours you work in the space for "Total Hrs. per Wk." If you are subject to rotating shifts, explain the system of rotation as it affects you, indicating whether you change shifts at weekly or monthly intervals and what shifts you rotate through. If your job requires that you be available at a specified location a fixed period each week for emergency service as required, in addition to your regular work time, indicate the average number of hours per week involved in this "on-call" or "stand-by" time.

ITEM 4 — Enter the name of the major branch of the jurisdiction in which you are employed, giving the name of the department, board, or commission in which you work.

ITEM 5 — Enter the name of that division or other principal subdivision of the department in which you work.

ITEM 6 — Enter the name of that section or other unit of the division or institution in which you are employed.
ITEM 7 — Enter the room number, building name or street location of building, and name of the city in which you work, as Room 182, Memorial Hospital, Capital City. If you work out of doors or on projects at different locations, as in a highway district or on institutional premises, give the room number, building name, or street location of building, and city in which your headquarters are located—that is, the place where you report for instructions, etc.

ITEM 8 — Indicate by checking the appropriate box whether your job is full-time or part-time, and whether it is of a year-round character or whether you are employed only, for example, for the summer months or for some other limited period. If you work part-time, indicate whether you work half-time, three-quarters time, five hours a week, or otherwise show what proportion of full-time employment is involved in your job. If you work seasonally or on a temporary basis, indicate for how long a period your employment is expected to continue during the year.

ITEM 9 — If you receive maintenance in the form of meals, lodging, laundry, or the like, either for yourself or for both yourself and your family, in addition to your cash salary, check the “Yes” box. Maintenance, as used here, does not refer to reimbursement for travel and transportation expenses incurred in the course of official travel.

ITEM 10 — This, the most important question on the form, is where you tell in detail what you do. Each kind of work that you do should be carefully explained. The task which you consider most important should be given first, followed by the less important work, until the least important is described. If your work varies from season to season or at specific times, duties should be grouped together according to such periods. Give your complete work assignments over a long enough period of time to picture your job as a whole. If one kind of work takes one-half your time, say so. If another kind takes one day a month, say that. You may prefer to show the time spent on different duties as percentages or fractions, as 75% of your time, or one-third of the year. Use whatever method you think will give a clear understanding of how you spend your working time, but be sure to show how much time is used for each type of work. Do not state it is impossible to estimate the time spent on various tasks; it may be difficult, but you are in a better position to do this than anyone else.

If you are performing duties other than those of your usual position, describe both. In describing the temporary position, you should give the name of the person you are replacing, how long you have been filling in for him, how long you expect to continue doing so, and the reason, such as vacation, sick leave, etc.

If necessary for a full explanation of your job, attach copies of forms used, being careful to explain how each is used and what entries you make, but do not attach copies unless you feel they are needed to describe your work.

Make your description so clear that anyone who reads your answer, even if he knows nothing about your job, will understand what you do. Be specific; do not use general phrases.

Examples of work in different fields are given below as a guide to the kind of statements wanted. Do not copy these examples—use your own words. Ordinarily it will take all the space provided on the questionnaire to tell what you do. If you do not have enough space, attach additional sheets.

**EXAMPLES IN THE LABOR FIELD (Skilled and Unskilled)**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 months</td>
<td>I dig trenches with pick and shovel. Mr. Brown, my boss, tells me where to dig and when to stop.</td>
</tr>
<tr>
<td>1 month</td>
<td>I fill wheel barrows with sand or gravel and take it to the concrete mixers. I tamp concrete after it is poured into forms.</td>
</tr>
<tr>
<td>1 month</td>
<td>I ride a ten-ton flat-bed truck and help load and unload bags of cement, heavy rock, reinforcing steel... etc. We generally haul from the warehouse yards to maintenance or construction jobs. I wash the truck... etc.</td>
</tr>
<tr>
<td>3 months</td>
<td>I operate a tractor on construction work as follows:</td>
</tr>
<tr>
<td>1 month</td>
<td>Hoisting work with a two- or three-drum hoist. (Vacation relief.)</td>
</tr>
<tr>
<td>2 months</td>
<td>Pile driving for retaining walls, excavations, and foundations. Sometimes I... etc.</td>
</tr>
</tbody>
</table>

**EXAMPLES IN THE CLERICAL AND RELATED FIELDS**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average 4 hrs. per day</td>
<td>I type vouchers in duplicate to accompany invoices, after they have been approved by Mr. Jones and extensions checked by Miss Smith.</td>
</tr>
<tr>
<td>2 hrs.</td>
<td>I type reports from rough pencil copy.</td>
</tr>
<tr>
<td>1 hr.</td>
<td>I also... etc.</td>
</tr>
<tr>
<td>2 days</td>
<td>I file purchase orders chronologically and by department and vendor.</td>
</tr>
<tr>
<td>1 day</td>
<td>I sort and distribute letters.</td>
</tr>
<tr>
<td>10%</td>
<td>I take dictation from Mr. Brown, including letters, memoranda, and drafts of speeches, but Miss White takes all his engineering dictation.</td>
</tr>
<tr>
<td>5%</td>
<td>I file... etc.</td>
</tr>
</tbody>
</table>
EXAMPLES IN THE ENGINEERING FIELD

1 month: I lay out and trace plane-profile sheets for street improvements. I reduce survey notes, balance traverses, and plot maps from the field books brought in by the field survey parties, also plot cross-sections and plani-meter for cut and fill areas.

2 months: I draft . . . etc.

EXAMPLES IN THE ACCOUNTING FIELD

10%: I supervise three clerks assigned to the cost accounting system for road construction and maintenance.

10%: I assemble job record reports, post to summary sheets, and do other routine work.

5%: I tabulate and prove material for weekly, monthly, and annual reports.

2%: I compile . . . etc.

EXAMPLES IN THE CUSTODIAL FIELD

1/2 day: Washing floors, walls, windows, and woodwork by hand.

1/3 day: Polishing metal; waxing and polishing floors with a polishing machine.

ITEM 11 — Give the name and title of your actual immediate supervisor—the crew chief, section leader, or similar person to whom you look for orders, advice or decisions, and who probably works very closely and directly with you.

ITEM 12 — If you have five or fewer persons under your supervision, give their names and payroll titles. If more than five, give their payroll titles and give the number of employees under each title. If you supervise no employees, write “none.”

ITEM 13 — List here any major items of equipment, machines, or office appliances which you use in your work and the approximate percentage of your working time which you spend in the operation of each.

ITEM 14 — What instructions or directions do your superiors give you in relation to the work you do? How detailed are instructions about what you are to do and how you are to do it? You may have had instructions only when you were new on the job. You may get special instructions with each new task. Describe the nature and extent of the instructions you receive.

ITEM 15 — Describe the check or review that is made of your work. Are there any automatic checks by other offices, or are there procedures which would catch any errors you might make? How final are the decisions you make about your work? Describe such features as these.

ITEM 16 — Explain the nature and purpose of important contacts you have with people other than your fellow workers. Is the purpose to obtain or give information, to persuade others, or to obtain cooperation? What problems and difficulties are involved?

PART II — INSTRUCTIONS TO GENERAL SUPERVISORS AND DEPARTMENTAL OFFICIALS

Method of Distributing and Reviewing the Classification Questionnaires

You will be supplied with a complete set of three Classification Questionnaires and a copy of these Instructions for each employee under your supervision.

Give each employee a set of Classification Questionnaires and Instructions. Ask employees who have access to typewriters to work out their answers on one copy, and then type them on the other two copies, and return the two signed typewritten copies to you within five days.

Ask those employees who cannot type their own questionnaires to write their answers on one sheet and return the complete set to you within five days, for typing. When typed, return all three copies to the employees. Have the two typewritten copies reviewed, dated, signed, and returned to you.

Go over each employee’s questionnaire carefully to see that it is accurate and complete. Then fill out Items 17 to 20 on the questionnaire forms of only those employees whom he supervises. A department head should not fill in these items for employees whom he directs through a sub-executive but only for those to whom he assigns work directly. In all instances, the director or other administrative officer, or a representative designated by him, should look over both the employees’ and their supervisors’ statements and indicate under Item 22 any inaccuracies found. Neither the general supervisor nor the administrative officer, however, should make any alteration or change in the statements made by a subordinate.

If there is a regularly position under you which is temporarily vacant, or if an employee is not available to fill out the questionnaire, please supply a form for that position, made out as accurately as possible. The fact that an employee did not fill out the form and the reason should be clearly indicated. If the employee returns, he should fill out and submit his own questionnaire.
ITEM 17 — Do not change the employee’s statements. Read them through and then give your opinion of their accuracy and completeness. Is it a good description of the position? Has he neglected to give a full picture of his duties and responsibilities? Has he overstated them? Has he put emphasis on the wrong points? Either comment generally on his statements or refer to specific items.

If you have a number of positions under you which are practically identical, it will be sufficient to answer Items 18 to 21 fully for one such position only, and then refer to such answers on the other questionnaires. You can merely state, “Same as John Doe.”

ITEM 18 — Sum up what you consider to be the distinguishing aspects of the employee’s job. What are the most important functions carried on in this position? What operations in the job contribute most to your organization? Is the position a beginning or an advanced one?

ITEMS 19 and 20 — If the job involves any typing or shorthand, even if merely incidental, answer these items completely. If not, check “No.”

ITEM 21 — With full consideration of the duties and responsibilities of this position, tell what are the basic qualifications of a person you would choose for the position if it were to become vacant. What must he know? Of what basic subjects, procedures, principles, laws, or regulations must he have a knowledge? Must the knowledge be thorough or is a general knowledge or familiarity sufficient?

What abilities or skills must a successful employee possess? How much formal education is necessary? What course or subjects are required? Which are desirable but not essential? Is previous experience necessary? If so, how much experience, and in what type of work? What degree of physical strength, agility, or endurance is necessary? For what purpose is it used, e.g., for walking, hitting, etc.? Please be as specific and complete as you can in answering these questions.

Indicate, wherever possible, both the basic qualifications required to fill the position and the desirable qualifications which you would like to have in a new employee.

ITEM 22 — The comments made here by the department head or other administrative officer should follow the procedure suggested for the general supervisor in Items 17 and 18 to the extent that additional comment is needed.

Return of Completed Questionnaires

One copy of the questionnaire signed by employee, general supervisor, and administrative officer—the original of the typewritten copies—should be submitted for each employee in the department within no more than two weeks of the date of distribution of the questionnaires to employees. The carbon copy of the completed typewritten form is for departmental files.
## Position Classification Questionnaire

**Social Security Number:** [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

### 1. Position Information

<table>
<thead>
<tr>
<th>Official Title of Position</th>
<th>Last Name</th>
<th>First</th>
<th>Middle Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

**5. Commission, Board, or Department**

<table>
<thead>
<tr>
<th>Division or Institution</th>
</tr>
</thead>
</table>

**6. Section or Other Unit of Division or Institution**

<table>
<thead>
<tr>
<th>Usual Working Title of Position</th>
</tr>
</thead>
</table>

**7. Place of Work or Headquarters**

<table>
<thead>
<tr>
<th>Place of Work or Headquarters</th>
</tr>
</thead>
</table>

**8. Regular Schedule of Hours of Work**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>From</th>
<th>To</th>
<th>Total Hrs. per Wk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**9. Hrs. of “On-Call” Time per Wk.**

| [ ] [ ] [ ] [ ] [ ] [ ] |

**10. Place of Lunch Period**

<table>
<thead>
<tr>
<th>Place of Lunch Period</th>
</tr>
</thead>
</table>

### 11. Work Performed

**11. Work Performed**

<table>
<thead>
<tr>
<th>Time</th>
<th>Work Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**12. Name and Title of Your Immediate Supervisor:**

- [ ] Name and Title of Immediate Supervisor:

**13. Miscellaneous**

- [ ] Do you receive any maintenance (room, meals, laundry, etc.) in addition to your cash salary? [ ] Yes [ ] No

In your own words, describe the work you do. Make it clear that persons unfamiliar with your work can understand what you do. If necessary, attach additional sheets.

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Give the names and payroll titles of employees you supervise, if five or fewer. If you supervise more than five employees, give the number under each title. If you supervise no employees, write "none."
What are the nature and extent of instructions you receive regarding your work?

What are nature and extent of the check or review of your work?

Describe your contacts with departments other than your own, with outside organizations, and with the general public.

Certification: I certify that the above answers are my own and are accurate and complete.

Employee's Signature:

STATEMENT OF GENERAL SUPERVISOR

Comment on statements of employee. Indicate any exceptions or deviations.

What do you consider the most important duties of this position?

Basic Qualifications | Additional Desirable Qualifications

Does this position involve typing?

☐ Yes — Give % of time spent in typing

☐ No

20. Does this position involve shorthand?

☐ Yes — Give % of time spent in taking shorthand.

☐ No

General Supervisor's Signature:

STATEMENT OF DEPARTMENT HEAD OR OTHER ADMINISTRATIVE OFFICER

Indicate the qualifications which you think should be required in filling a future vacancy in this position. Keep the position itself in mind rather than the qualifications of the individual who now occupies it.

Basic Qualifications | Additional Desirable Qualifications

Name, general:

Name, special (departmental):

Sex, length in and kind:

Certificates, citations:

Knowledge, etc. and skills:

Ex. physical requirements or other factors:

Comment on the above statements of the employee and the supervisor. Indicate any inaccuracies or statement with which you disagree.

Department Head's Signature:

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