

**MISSOULA  
COUNTY PUBLIC  
SCHOOLS**

**CLASSIFICATION  
MANUAL**

**Prepared By:**

**CMS**

Communication and  
Management Services, LLC

P.O. Box 1251

Helena, MT 59624-1251

(406) 442-4934

[cms@mt.net](mailto:cms@mt.net)

**CLASSIFICATION MANUAL**

# MISSOULA COUNTY PUBLIC SCHOOLS

## TABLE OF CONTENTS

1. Overview .....	4
2. Classification Plan .....	4
2.1. Reclassification Process .....	5
2.2. Requesting a Classification Change .....	5
2.3. Class Titles and Class Codes .....	5
3. Position Descriptions .....	7
4. Job Evaluation System .....	7
5. Applying the Job Evaluation Methodology .....	7
6. Application Principles .....	8
7. Factors .....	9
7.1. Complexity .....	9
7.2. Knowledge .....	11
7.3. Accountability .....	14
7.4. Independence of Action .....	16
7.5. Personal Contacts .....	18
7.6. Physical Demands .....	19
7.7. Work Environment .....	19
7.8. Lead Worker Supervision .....	20
8. Point Charts .....	22
9. Work Guides .....	23
9.1. Position Analysis Questionnaire .....	23
9.2. Position Description Format .....	29
9.3. Position Review Form .....	31
10. Glossary .....	33

### **Section 1. Overview**

The Missoula County Public Schools Personnel Department, in conjunction with the Missoula County Public Schools Board, authorized the development and implementation of a new classification and compensation plan in 2006. The plan was developed by the human resources consulting firm, Communication & Management Services, LLC with input and assistance from **Missoula County Public Schools**. Under the new system, positions are individually classified based on defined factors.

## Section 2. Classification Plan

The new system is a “point factoring” methodology adopted in 2006. This type of methodology is characterized by the use of “factors” that describe and evaluate compensable variables found in jobs within the organization. This approach assigns points to different levels within each factor and determines the grade of the position by the total number of points. Positions are then grouped into classes based upon similarity of duties and responsibilities. The number of grade levels within each “class series” is based upon how different jobs within the class are factored (e.g., if a new position factors at a grade level higher or lower than other jobs in the class, it simply broadens the range of grades represented within that class series). The new system relies upon individual position descriptions (PD) and/or position analysis questionnaires (PAQ) for each job.

The new Missoula County Public Schools classification plan includes the following components:

1. Class Titles and Class Codes
2. Job Evaluation System
3. Grade Structure

A classification plan is the cornerstone of a personnel management system. The plan supplies information for use in pay administration, recruitment, selection, training, performance appraisal, manpower planning, employee and labor relations, budgeting, and personnel reporting and recordkeeping.

In providing a new classification plan, the MCPS Personnel Department will make a continuous effort to enhance the plan and work toward the goal of ensuring positions receive a fair and proper review, and an equitable, objective job evaluation. In order to keep the plan credible, it is important to follow an established process of job classification. Managers and employees need to be confident that every job will receive a fair and objective review so that the integrity of the system is maintained. Use of an established and consistent process of job classification will ensure a greater return on the investment made in system design and development. The longer the system is viewed as credible by employees and managers, the greater longevity it has within the organization.

---

## Section 2.1. Reclassification Process

---

The reclassification of position(s) is a process that has been agreed to by a committee comprised of MMCEO members and representatives, and district representatives. It is part of the MMCEO Collective Bargaining Agreement 2003-2005. It is meant to ensure that positions in the MMCEP bargaining unit with similar level of duty and responsibility are accorded similar levels of pay, thus ensuring equity amongst the members. A heavier workload resulting from reduction of staff within the job title may not qualify for reclassification; but adding new types of skilled tasks to the workload, may.

---

## Section 2.2. Requesting a Classification Change

---

### **Who may request changes to individual job classifications?**

Requests to classify new positions or reclassify existing positions may be initiated by an eligible employee, a Supervisor or the Personnel Department.

**Review requests must be submitted in accordance with the Collective Bargaining Agreement, Appendix D, Reclassification Process.**

### **When should jobs be reviewed for classification purposes?**

Each supervisor and employee should be concerned with the accuracy of the position description for each job. Sometimes a position changes gradually over a period of time. Sometimes changes are made to the duties and responsibilities of a position, either by the supervisor or at the instigation of the employee and authorized by the supervisor. If those changes deviate from the original duties and responsibilities the supervisor, the employee, or the Personnel Department should request that the position be reviewed to verify that the title and classification factor levels are accurate for the work now being performed.

### **What if the job is a new position?**

New positions require the creation of a complete position description (PD) that can be used to classify the position according to the classification system. The established PD format provides the necessary documentation of duties and responsibilities, and supplies sufficient information for classification and other purposes.

---

## Section 2.3. Class Titles and Class Codes

---

MCPS classes are based on occupational groupings and grade level. Occupational classification is necessary in meeting federal requirements for equal pay for equal work and is also necessary for maintaining internal equity. Occupational classification is based on the Standard Occupational Classification (SOC) and Occupational Information Network (O\*Net) systems used by the federal government and recommended for all state and local governments interested in converting to a common class code structure. Linkage to the O\*Net system provides in-depth occupational information. The O\*Net system is available on-line at <http://online.onetcenter.org/>.

The following list identifies the Major Occupational Groupings of the SOC/O\*Net systems and the first two digits of their class codes (not all of these occupational groups will be represented by positions in the MCPS classification system):

- 11 Management Occupations
- 13 Business and Financial Operations Occupations
- 15 Computer and Mathematical Occupations
- 17 Architecture and Engineering Occupations
- 19 Life, Physical and Social Science Occupations
- 21 Community and Social Services Occupations
- 23 Legal Occupations
- 25 Education, Training and Library Occupations
- 27 Arts, Design, Entertainment, Sports and Media Occupations
- 29 Healthcare Practitioners and Technical Occupations
- 31 Healthcare Support Occupations
- 33 Protective Service Occupations
- 35 Food Preparation and Serving Related Occupations
- 37 Building and Grounds Cleaning and Maintenance Occupations
- 39 Personal Care and Service Occupations
- 41 Sales and Related Occupations
- 43 Office and Administrative Support Occupations
- 45 Farming, Fishing and Forestry Occupations
- 47 Construction and Extraction Occupations
- 49 Installation, Maintenance and Repair Occupations
- 51 Production Occupations
- 53 Transportation and Material Moving Occupations
- 55 Military Occupations

The class code for MCPS classes will be the O\*Net code plus the grade level when more than one grade exists for the class. The following is an example of a class code and title from O\*Net:

***43-4171.00 - Receptionists and Information Clerks***

Answer inquiries and obtain information for general public, customers, visitors, and other interested parties. Provide information regarding activities conducted at establishment; location of departments, offices, and employees within organization.

Positions may retain a working title for day to day use that is different than the class or O\*Net title. The following is an example of class title and code for an MCPS Reception position:

<b>MCPS Position Title</b>	<b>Class Title</b>	<b>Class Code</b>	<b>Grade</b>
Receptionist	Receptionists and Information Clerks	43-4171.00	4

### **Section 3. Position Descriptions**

Supervisors and employees are responsible for ensuring that each job has an accurate position description. Position descriptions are important to both employees and supervisors for purposes of classification, recruitment and selection, compensation, employee training and development, communicating job duties and responsibilities to staff, establishing specific standards for work performance, and conducting work planning. Position descriptions are signed by the supervisor.

### **Section 4. Job Evaluation System**

A job evaluation system is established to provide a standard measure for evaluating and comparing jobs. A point factor system is designed for the purpose of comparing positions in terms of job duties and responsibilities. The new system establishes the following eight areas of measurement for each position:

- Complexity of Work
- Knowledge
- Accountability
- Independence of Action
- Personal Contacts
- Physical Demands
- Working Conditions
- Lead Worker Supervision

The application of the job evaluation system yields a total point score for each position. The score reflects internal relationships between positions within the organization. It establishes structure for a grade system in order to determine pay.

### **Section 5. Applying the Job Evaluation Methodology**

Classifying positions is an evaluative process. Choosing a factor level is a process of evaluating the duties of the job and assigning an appropriate factor level for each of the eight factors. The chosen factor level is then compared to other positions assigned to that factor level and the factor levels above and below that factor to confirm the choice of factor level.

The basic steps involved in classifying a position are:

1. Collect and review job information (e.g. position description, job audit of incumbent, position analysis questionnaire, discussion with supervisor).
2. Analyze job duties and responsibilities.
3. Compare duties and responsibilities assigned to the position to the factor-level descriptions, selecting the most applicable description for each factor. To assess the proper level for any factor, the classifier must start at Level 1 and progress to the **first** level that accurately describes the work.
4. The classifier relies on comparison to other positions to corroborate the evaluation of the position.
5. Once the factor levels have been selected for the position, the classifier totals the points that correspond with the chosen factor levels and assigns the position to a pay level (as indicated in the points to pay level conversion chart found on page 22).
6. Complete a Position Review Form that documents (explains and defends) the classification decision.

## Section 6. Application Principles

The point factoring method designed for Missoula County Public Schools is a position specific job evaluation process, which means that classifiers evaluate each factor of a position against the factor level definitions and, if necessary, other positions. Position comparisons are used to provide reference points when making factor level decisions and to assist in making difficult choices between two levels.

The classification of a position is based on an evaluation of the major duties assigned. Major duties are those that are:

- significant to the position (performed at least **20% of the time**)
- represent the primary reason for the position's existence; **AND**
- govern the qualification requirements.

The major duties used to determine appropriate classification factor levels must meet the **full intent** and be **fully equivalent** to the overall intent of each factor-level description in order to assign levels for each factor. In those instances where the major duties are described by portions of two factor levels, the classifier should apply the first level that accurately describes the work. To determine the proper level, the classifier must start at level 1 and progress to the first level that accurately describes the work.

Application of the factor-level definitions requires more than just a mechanical matching of specific words and phrases to the position description. It requires consideration of the intent of each factor level and selection of the level that best reflects the nature of the position under review. Position comparisons are used to assist in this process.



## Section 7. Factors

### Section 7.1 Complexity

Job complexity measures the level of mental effort, or the difficulty of the “mental process” necessary to perform the work. It is a measure of the nature and variety of assignments and variables, what the employee considers when deciding what must be done to carry out job duties, the judgment or discretion required, the amount of reasoning necessary, and how original the employee’s actions and responses must be. This factor includes evaluation of the degree of inventiveness, originality, creativity, and problem-solving necessary to perform the work.

**Guidance: Consider the clarity of assignments, the depth and breadth of assignments, the types of decisions necessary to perform the work and the resourcefulness or originality required in dealing with problems. The work considered when determining the appropriate level must comprise at least 20% of the job.**

#### Level 1      **36 points**

Assignments are readily understandable, repetitive, and involve the application of clear-cut procedures, limited steps and choices where proceeding steps depend on previous step. There is little or no opportunity to make choices in carrying out the work or in deciding what needs to be done.

**Examples of Level 1:** Transferring data from one format to another; copying without correcting errors in content; moving objects from one place to another; assembling projects into pre-established categories based on obvious characteristics; making superficial modifications to objects to bring them into compliance with prescribed standards.

#### Level 2      **71 points**

Assignments involve related steps, processes, or methods, and require identification of factual differences between a few recognizable situations to properly sequence activities or tasks. Data or other work elements are compared, corrected, or brought into compliance with established standards or criteria. Work assignments are recurring in nature.

**Examples of Level 2:** Making comparisons; cross-checking; detecting errors; and observing and reporting or recording inconsistencies.

#### Level 3      **107 points**

Assignments require selection of appropriate courses of action based on identification and examination of data, a combination of observable variables, and the application of standard, established policies and procedures. Work may require the modification of the structure of work elements, the content of the data, or basic work formats. Decisions are made from limited

alternatives related to easily recognized differences between situations, requiring some thought and initiative to complete work assignments.

**Level 4      143 points**

Assignments involve seeking out and gathering data that is not readily available, summarizing and drawing conclusions from data or information, and composing work elements or data into new arrangements. Work requires the interpretation of data, information and guidelines or rules, and evaluation of related procedures and circumstances. A course of action is chosen from many alternatives.

**Level 5      179 points**

Assignments require analysis of interrelationships of multiple variables applied to standard, recurring professional assignments and practical problem solving. Work involves the analysis and extraction of data from a wide variety of sources to determine its applicability, suitability, and quality. Data may be conflicting and scarce. Requires application of professional principles and practices to complex, varied tasks and unusual circumstances.

**Level 6      214 points**

Assignments are complex or diverse in which conflict situations or divergent views are typical. Work requires policy, method or technique development, complex or sensitive problem-resolution and development of individualized solutions to complex problems. Plans and approaches are based upon complex variables and the modification and testing of applications involving diverse parameters. Requires analysis of a breadth of issues associated with the occupation.

**Level 7      250 points**

Assignments cover a broad range of topics in which data is unusually subject to interpretation, extensive and diverse, and relationships are ambiguous and undeveloped. Work is characterized by substantial depth of analysis and decisions involve extensive probing and analysis to describe undefined issues. Involves the application of theory and concepts to develop solutions to the most complex problems or applications having little precedent or guidelines. Coordinating segmented efforts or establishing criteria to achieve cohesive approaches is characteristic of the work; assignments are diverse and non-recurring. Work requires extending existing and accepted practices, rules, laws and policies; and major areas of uncertainty in approach, methodology or interpretation and evaluation processes that result from such work elements as continuing changes in programs, technological developments, unknown phenomena or conflicting requirements.

---

**Section 7.2 Knowledge**

---

This factor measures the level of knowledge and skill acquired through formal education, job related experience, or equivalent combinations of training and experience needed to proficiently perform the work assigned.

**Guidance: Consider recruitment practices, the minimum level of education and experience required, and appropriate equivalencies. Focus more on the body of knowledge and skills required to do the job, not the means by which the knowledge and skills are acquired.**

**The guidelines provided at the end of each level definition may not include all possible combinations of education and experience. In the case where the full intent of the factor level definition matches the knowledge required of the position, but does not match the guidelines, the factor level language is the determining element in factor level selection.**

Level 1      **36 points**

To perform work at this level, incumbent must have knowledge of common tasks needed to follow simple or step-by-step instructions, to count items, or the ability to learn simple established procedures and methods. The work might require skill in using simple tools or in operating simple equipment requiring little or no previous training or experience (can be readily mastered from demonstration and limited practice, e.g. floor polishers, two-way radios, dishwashers, laundry facilities, cash registers, calculators). Work of this nature would include data entry, basic arithmetic computations, or reading instructions and notes.

*Guideline:* Grade school education, no formal training, or little or no prior work experience.

Level 2      **71 points**

At this level, work requires a general understanding of several subjects, in order to complete a series of tasks consistent with established rules, regulations, practices, or techniques. Sufficient knowledge to follow instructions and procedures, to observe details, and to recognize those that deviate from standards is required. Additionally, incumbents will have skill in the operation of common office equipment or other similar tools necessary to perform the work (e.g., copy machine, mechanical lifts, etc.).

*Guideline:* High school education, specialized or technical training lasting up to six months, limited prior work experience (0-1 year). Work may require a driver's license.

Level 3      **107 points**

Work at this level requires knowledge of standardized rules, regulations, and procedures, as well as sources of information needed to carry out various steps or processes. Must be able to determine a course of action based on observable variables, and possess skill in operating tools and equipment requiring formal training or on-the-job training programs.

*Guideline:* Completion of high school and some job related experience (1-2 years) **OR** completion of high school and a job related vocational training program.

**Level 4      143 points**

At this level of work, incumbent is expected to be able to apply knowledge of standardized rules, procedures, or operations to a variety of unrelated assignments, to interpret conditions, and examine and interpret data. Work may require skilled application of techniques and methods associated with the completion of a specific vocational or post-secondary curriculum, or accredited apprenticeship directly related to the work. May require skill in the use of occupationally specialized tools and equipment.

*Guideline:* Completion of high school and 3 or more years of job-related experience **OR** completion of high school, a work related vocational program or post-secondary curriculum, and some job-related experience (1-2 years).

**Level 5      179 points**

Requires knowledge of the principles, practices and methods associated with a professional field and how to apply to practical, recurring assignments. This level is typical of entry-level professionals.

*Guideline:* Professional level of knowledge acquired through completion of a Bachelor's degree, limited work experience (0-1 year)

**OR**

Knowledge of an extensive body of rules, procedures, or operations requiring extended or specialized technical or administrative training and experience. Sufficient knowledge of a wide variety of interrelated and nonstandard, advanced, or atypical aspects of a technical field (or specialized trade) and knowledge of complex or specialized methods and techniques is required.

*Guideline:* Completion of a technical program or apprenticeship and extensive work experience (at least 5 years).

**Level 6      214 points**

Work at this level requires knowledge of the principles and practices in a professional field and demonstrated skill in applying this knowledge to a variety of difficult and complex professional assignments.

**OR**

Work involves program coordination, assessment of unit and program effectiveness and providing direction to programs spanning a range of professional fields. This requires knowledge of the terminology, principles and methods of a family of related professions and governmental practices, procedures, and operations, and the ability to plan, direct and coordinate the work of employees working in professional fields, and to analyze organizational objectives and needs, and to adjust the organizational structures accordingly and within limiting factors.

*Guideline:* Completion of a 4-year degree and several years (2-4 years) related experience **OR** Completion of a master's degree and limited experience (0-1 year).

**Level 7      250 points**

Work is high level and professional, and requires knowledge of the concepts, theories, principles, and practices of a professional field and sufficient experience to use this knowledge in innovative and unprecedented ways to find solutions to problems or develop strategic plans.

This level can be used for advanced professional positions involved in research and/or the application of a specific professional or administrative field to new and unprecedented areas, or to guide policy makers in areas where the application of the specific subject area will have unknown results.

*Guideline:* Completion of a Bachelor's degree and extensive professional experience (at least 6 years) or completion of a Master's degree and considerable experience (3-5 years).

---

**Section 7.3 Accountability**

---

Accountability measures the level of responsibility assigned for providing the services of the work unit. The level of responsibility assigned to a position is dependent on the kind and amount of authority vested in a position to commit or bind the organization to a course of action or policy; and the role of the position in providing the services of the work unit. Actions and decisions may impact finances, human safety and well-being, public trust, or legal standing.

**Guidance: Consideration must be given to the limitations on authority vested in a position through the existence of procedure manuals, guidelines, job structure (limited choices) and supervisory review. Both the role of the position in the work unit and the scope of the job should be considered when evaluating this factor. Review and understand the services provided in the work unit, the position's role in providing them, and the roles of other positions in providing work unit services.**

Level 1      **40 points**

Accountable for specific, routine operations in support of the primary work or services of the department. Limited or no responsibility for decisions or accountabilities that extend beyond the immediate work unit, or outside of what is required to perform the specific duties assigned. Responsible and accountable for accuracy, timeliness and quality of employee's own work products.

Level 2      **80 points**

Accountable for services provided by the organizational unit to members of the public or other work units requiring decisions and actions necessary to carry out or execute prescribed methods, procedures or processes. Actions and services provided have an impact outside the immediate organizational unit, or may comprise a segment of a project or assignment of broader scope in which the work affects the accuracy and reliability of further processes or services.

Level 3      **120 points**

Accountable for carrying out standardized practices and procedures by applying established criteria to problems, questions, or situations. Work requires the interpretation and application of well-defined administrative rules, regulations and policies to recurring operations. At this level, positions have authority to commit the organization to courses of action such as in a regulatory compliance role to ensure the general welfare and safety of the public and the environment, or in a financial role such as authorizing expenditures for services within prescribed criteria, or in an internal administrative role such as those with authority to allocate staff, funding and equipment resources to provide the direct services of the organization.

Level 4      **160 points**

Accountable for carrying out program functions and services by establishing criteria and standards and/or applying broad guidelines to a wide range of organizational activities, complex problems, or public concerns. At this level, positions have authority to determine program

effectiveness and take courses of action to modify the content of program or department services, commit the organization to expenditures of human, financial and other resources through the development of new programs and services, and to recommend changes to work methods and procedures that have department-wide policy implications. Positions have authority to make technical judgements that are accepted as final and have a strong influence on the nature, scope, efficiency and quality of department functions, services and programs.

Level 5      **200 points**

At this level, positions are responsible for planning, developing and implementing vital administrative, financial, education, or health oriented programs and systems that are essential to the mission of the MCPS and affect the general public on a long-term or continuing basis. Positions are accountable for identifying critical needs and issues, and implementing strategies and initiatives.

## Section 7.4 Independence of Action

This factor describes the amount of latitude or freedom to act found in the work. It includes the amount of control exercised by the supervisor through the way assignments are made and reviewed, instructions are given, or priorities, deadlines and objectives are defined. It also covers the structure of the job as evidenced by the nature of guidelines used in performing the work and the judgement needed to apply them (e.g. specific instructions, procedures or policies that impose certain constraints on the independence with which the job is performed).

**Guidance: Consider organizational structure and operational limitations; precedents and prescribed work procedures, methods and practices; and the availability of guidelines and manuals. Also consider how assignments are made and the degree of latitude to modify instructions; the frequency and availability of technical assistance; and the level of involvement in establishing priorities and deadlines, and in developing the sequence and timing of multiple steps or work processes. Technical assistance and other aspects of supervision received may be provided by either the supervisor, co-workers, outside specialists or others either inside or outside the work unit.**

### Level 1      **30 points**

Work is performed under direct supervision OR with the use of detailed instructions. The employee has little choice in determining what to do, when it should be completed, and how it should be done. Work is structured by the use of well-established methods and procedures and/or is closely controlled. Work may be reviewed while in progress or upon completion.

### Level 2      **60 points**

Work is less structured but is still performed using a variety of well-established methods and procedures. A number of specific guidelines are available. The employee is responsible for choosing procedures from a number of alternatives, planning and executing their own work sequences, working more independently, and solving recurring, routine problems. Work is reviewed for technical accuracy upon completion by the supervisor or by users of the work products.

### Level 3      **90 points**

The employee plans and carries out most assignments independently, and uses judgement and initiative to solve problems. Work assignments require employee to interpret and adapt guidelines such as agency policies, regulations and professional or technical methods and techniques to fit unusual circumstances and specific cases or problems. The supervisor defines work objectives and priorities, and reviews work for soundness of approach. Details of the completed work are assumed accurate.

### Level 4      **120 points**

The supervisor and employee jointly develop work objectives, and the nature of the assignments give significant responsibility to the employee for planning and organizing the work, resolving



conflicts, and determining methods and approaches most suited to achieving objectives. Considerable judgement is required to apply very broadly stated guidelines, policies and legislation. Work is not typically reviewed, as the employee is considered a technical authority in the subject area and work is usually accepted without change.

Level 5      **150 points**

The employee is given significant responsibility for carrying out programs, projects, studies or other work independently. The supervisor provides limited administrative direction and removed policy guidance. The employee establishes work objectives through interpretation of broadly stated or non-specific guidelines.

## Section 7.5 Personal Contacts

Personal Contacts measures the difficulty of contacts that are necessary to perform the work. The difficulty of personal contacts is dependent upon the purpose of the contact, the nature of information exchanged, and the situation in which the information exchange must occur. Difficulty of contacts is evaluated based on the need to exchange, explain, teach, convince, persuade, negotiate, or build consensus with others and the extent to which the information is controversial or debatable by others.

**Guidance: This factor measures both written and verbal contacts regardless of the means of communication. The factor does not measure personal contact that is incidental or non-essential to the work assigned. Evaluate typical contacts, OR the highest level of personal contact associated with major job duties.**

### Level 1      **30 points**

Contacts are typically with immediate co-workers and the supervisor, or are limited to those within the immediate work unit and involve the exchange of straightforward, factual information necessary to complete the work.

### Level 2      **60 points**

Contacts regularly occur both within and outside the immediate work unit with individuals in a variety of departments for the purpose of furnishing or obtaining standardized information. These contacts are typically cooperative.

### Level 3      **90 points**

Contacts occur regularly with other department employees and the general public to furnish, obtain, or relay factual information, coordinate routine activities, or conduct procedures. These contacts are typically cooperative. The information communicated may require some interpretation, clarification, or explanation in order to be responsive to questions or to be applicable to specific situations.

### Level 4      **120 points**

Contacts occur both inside and outside MCPS and typically are for the purpose of rendering services to the public, maintaining compliance or enforcing policies, rules and laws, coordinating complex implementation strategies, or representing the department and acting on its behalf. At this level, contacts are often non-routine and may require use of approaches that consider the needs, concerns or unique circumstances surrounding particular clients or client groups in order to influence or motivate others toward a goal or to communicate complex information. Hostility or debate may be characteristic of some contacts at this level. Communication with others is a defining characteristic or critical element of the job because the purpose of the contact may be to justify, defend, negotiate or settle matters involving significant or controversial issues or those of considerable consequence or importance.

**Level 5      150 points**

Contacts occur throughout MCPS, with the public and other organizations to carry out policies, to persuade individuals or organizations to take a particular course of action, to justify and defend actions or policies or to negotiate problem resolution. Contacts are typically for the purpose of carrying out or achieving the organization's goals, programs and policies and may require mediation of disputes or problem-solving in the face of significant controversy or conflicting views. Contacts are frequent, intensive and critical to the work, requiring special skill in communication.

---

**Section 7.6 Physical Demands**

---

This element measures the physical demands regularly and routinely encountered most of the time, during performance of the job duties. Consideration is given to both the amount and nature of physical effort associated with the work.

**Level 1      0 points**

Normal physical effort associated with most office work such as: standing, walking, crouching, reaching or similar activities; using equipment, carrying or lifting light articles (papers, books and small parts) or moderately heavy items (computer equipment and document boxes) on a less frequent basis.

**Level 2      15 points**

Physical effort or considerable exertion is required for major duties, such as: prolonged standing; walking over rough, uneven or rocky surfaces; recurring lifting of heavy items or objects (in excess of 50 lbs.) More extreme body restrictions or movement for extended periods of time is required; or other unusual and continuous physical demands.

---

**Section 7.7 Work Environment**

---

This element measures the work environment regularly and routinely encountered most of the time, during performance of the job duties. Consideration is given to both the amount and nature of the exposure to conditions, situations or discomforts requiring precautionary measures or protection.

**Level 1      0 Points**

Standard office or other environment that has adequate heating, lighting and ventilation

Level 2      **15 points**

Regular, recurring exposure to moderate risks or discomforts (working around moving parts, carts or machines, exposure to contagious diseases or irritant chemicals, working outdoors under varying weather conditions, exposure to dust, grease, soiling of skin and clothes, noise or vibration) that require special safety precautions or protective clothing (masks, gowns, coats, boots, goggles, gloves or shields) or may be required to take other precautionary measures to prevent exposures.

---

**Section 7.8 Lead Worker Supervision**

---

This factor measures the nature and extent of lead worker responsibility assigned to a position for the employer/employee relationship. Lead Worker supervision is determined based on the duties assigned. Accurate assessment requires analysis of the depth of the supervisory role.

Lead Worker Supervision is characterized by assigning tasks and reviewing and monitoring the work of subordinates, establishing the work pace, demonstrating proper work methods, resolving problems associated with work details, ensuring availability of equipment and supplies, and training and overseeing the work of others. Leadworkers provide input into employee performance appraisals but are not responsible for determining performance criteria or evaluating employee performance in the performance appraisal document.

Credit for Lead Worker is given for supervision of employees in either of the following categories:

- Missoula County Public Schools employees who are directly supervised and organizationally subordinate as indicated by the organizational chart and/or the position description.
- Students from a state educational facility serving as interns who are on regular work schedules and are paid for their services.

Credit is NOT given for:

- Occasionally filling in for a supervisor
- Providing to co-workers the kind of guidance and advice normally expected of employees who have more on-the-job experience.
- Managing or monitoring contracted services.
- Mentoring or training new employees and communicating institutional knowledge.

Level 1      0 points

Position does not exercise lead worker supervision.

Level 2      30 points

Position is assigned lead worker supervision as a part of daily work duties and responsibilities.

**Application Guidelines**

Subordinate positions are those that a lead worker is directly responsible for. Typically an employee has one supervisor that may serve as a leadworker.

---

---

**Section 8 Point Charts**

---

**Point Assignments for Factor Levels**

<b>Level</b>	<b>Com- plexity</b>	<b>Know- ledge</b>	<b>Account- ability</b>	<b>Indep. of Action</b>	<b>Personal Contacts</b>	<b>Physical Effort</b>	<b>Working Conditions</b>	<b>Lead- worker</b>
1	36	36	40	30	30	0	0	0
2	71	71	80	60	60	15	15	30
3	107	107	120	90	90			
4	143	143	160	120	120			
5	179	179	200	150	150			
6	214	214						
7	250	250						

**Point Conversion for Pay Grades**

<b>Point total to grade conversion</b>	
<b>Level</b>	<b>Grade</b>
100-199	1
200-299	2
300-399	3
400-499	4
500-599	5
600-699	6
700-799	7
800-899	8
900+	9

## Section 9. Work Guides

The following work guides can be used to collect job information from incumbents and supervisors (Position Analysis Questionnaire), describe duties and responsibilities assigned to a position (Position Description), or to document a classification decision (Position Review Form).

### Section 9.1. Position Analysis Questionnaire

#### SUPPLEMENTAL QUESTIONNAIRE

## MISSOULA COUNTY PUBLIC SCHOOLS

*Please attach additional sheets as necessary.*

School/Location: \_\_\_\_\_ Work Unit \_\_\_\_\_

Employee: \_\_\_\_\_ Job Title/Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Job Title/Phone: \_\_\_\_\_

#### 1. **ALLOCATION OF DUTIES:**

Please list the ESSENTIAL DUTIES AND RESPONSIBILITIES from your job description, and provide the approximate percentage of time spent on each area in an average year (percentages must total 100). Essential duties are those which are the main focus and purpose of the position (typically the reason the job exists, those requiring specialized skills, or those which can't be reassigned to others).

ESSENTIAL DUTIES AND RESPONSIBILITIES	% OF TIME
<b>A: Major Duty (from job description)</b>	90%

**SECONDARY FUNCTIONS**

Please list any secondary functions that are performed on an irregular basis – typically special projects, volunteer assignments, or tasks performed to assist or fill-in for other team members as needed. Typically less than 10% of your time is spent in these areas.

<10%


**2. JOB STRUCTURE:**

**Who reviews your work products and procedures (this may include your supervisor, coworkers within your work unit, or individuals in other work units)?**

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

**Please check the box next to the ONE statement that best describes how work is assigned to you by your supervisor:**

- My supervisor provides detailed instructions before the work begins.
- My supervisor closely supervises my work and provides frequent checks in progress.
- My supervisor provides general directions, and I follow established procedures and clear-cut policies.
- My supervisor provides only general guidance and allows me to plan the procedures and methods necessary to attain objectives.

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Please check the box next to the statements that best describe your responsibility for ensuring the accuracy, timeliness, and quality of your work:**

- My work is subject to regular reviews and standard checking, so errors result in little loss of time or difficulty to correct.
- Others in my work unit rely upon me to ensure the accuracy and quality of the work, so errors could affect others within my office/work area, and take time and effort to correct.
- I am responsible for ensuring the accuracy of reports, records, or technical data produced by my office/work area, and I am responsible for catching and resolving errors.
- I am responsible for the accuracy and quality of work or services provided directly to external customers, so errors may cause delays in work processes, losses in expenditures, or unjustified work time to correct errors.

**Comments:** \_\_\_\_\_

**Please list any guidelines, manuals, or established procedures that are used on a regular basis in conducting your work:**

These may include work procedures, internal policies, administrative rules, laws, professional or occupational standards (e.g., Office Procedure Manual; Generally Accepted Accounting Principles; Grant Guidelines; OSHA standards, food safety guidelines, etc.)

---



---



---



---

**3. LEAD/HEAD WORKER RESPONSIBILITY:**

Yes	No	I serve as a Lead/Head worker (e.g., establishing work objectives, providing training, coordinating work with other work units, etc.).
<input type="checkbox"/>	<input type="checkbox"/>	

**4. PERSONAL CONTACTS:**

Please complete the following table to describe the people you interact with in your job. How frequent is the communication (e.g., daily, weekly, monthly)? What is the purpose of the interaction?

Contact*	Frequency ** (D, W, M, I)	Purpose*** 1 - 5
Within my department		
With employees in other departments		
With employees in other organizations		
With the public		
With students		


\*Under “**Contact**” please enter the title of the individual or the name of the group or organization with which you interact.

\*\*Under “**Frequency**” please indicate whether the contact occurs “(D)aily,” “(W)eekly,” “(M)onthly”, or (I)ncidental if the contact is only a few times a year.

\*\*\*Under “**Purpose**” please enter the number next to the statement that best describes the purpose of the contact according to the table below.

1	Answer routine questions and exchange of straightforward, factual information necessary to complete the work.
2	Furnish or obtain detailed standardized information. Information is typically straightforward in nature, and these contacts are typically cooperative.
3	Furnish, obtain, or relay information that requires interpretation, clarification, or explanation in order to be responsive to questions or to be applicable to specific situations.
4	Maintain compliance or enforce policies, rules and laws; coordinate difficult or complicated activities; or represent the work unit and act on its behalf. Hostility or debate may be characteristic of some contacts at this level.
5	Carry out policies, persuade individuals or organizations to take a particular course of action, to justify and defend actions or policies or negotiate problem resolution. May require mediation of disputes or problem-solving in the face of significant controversy or conflicting views.

**5. WORKING CONDITIONS AND PHYSICAL DEMANDS:**

Please indicate the working conditions and physical demands associated with your essential duties.

**Working Conditions:**

- No risks beyond those associated with normal office/classroom activities
- Exposure to extreme weather
  - Exposure to diseases and biological agents
  - Exposure to loud noises
  - Exposure to high temperature substances
  - Risk of injury from assault
  - Exposure to high-speed traffic
- Exposure to hazardous chemicals, noxious substances and pesticides
  - Contact with harsh or caustic materials, cleaning agents, or elements that may cause minor burns or injuries (i.e., do not require emergency medical attention if contacted)

**Physical Demands:**

- Unassisted lifting of objects in excess of 50 lbs.

- Unassisted lifting of objects up to 50 lbs.
- Unassisted lifting of objects up to 20 lbs.
- Light lifting (less than 10 lbs.)
- Ability to walk over uneven terrain or in water
- Continual walking or standing
- Remaining seated for extended periods of time, with occasional walking, standing, bending
- Consistent use of keyboard
- Extensive travel (over 1,000 miles/month)
- Short travel for training, meetings, and conferences
- Operation of heavy machinery
- Operation of power tools and/or equipment
- Operate a computer and other office equipment
- Communicate in writing, in person, and over the phone

**6. Employee comments:**

Employees and supervisors should also include any relevant information not addressed in the questionnaire here. Attach additional sheets if needed.

---



---



---



---



---

**7. Supervisor comments:**

The supervisor should include any comments regarding the position or the employee's response here. As a supervisor, it is important that you review this questionnaire and identify any discrepancies between the employee's response and your own knowledge of the job. Remember, this questionnaire is intended solely for the purpose of accurately describing the job, and is not intended as an evaluation of the individual performing the job or their performance. Attach additional sheets if necessary.

---



---



---



---



---

**8. Committee comments:**

If this questionnaire is reviewed by a committee, the committee chair or secretary should include any comments regarding the position, the employee's response, or the

supervisor's comments here. The committee is responsible for ensuring that jobs are described accurately, identifying and recording functions that are similar within job categories, and for delineating functions that are unique to specific jobs or groups of jobs. Attach additional sheets if necessary.

---

---

---

---

---

**9. Signatures:**

To the best of my knowledge, the statements in this questionnaire are accurate and complete.

**Employee:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Supervisor:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

**Committee Review (if applicable):**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

---

---

**Section 9.2. Position Description Format**

---

---

**MISSOULA COUNTY PUBLIC SCHOOLS  
POSITION DESCRIPTION**

---

**I. POSITION IDENTIFICATION**

Working Job Title:  
Work unit:  
Position Number:

Current Grade:  
Incumbent:  
Class Title:

---

**II. ASSIGNED DUTIES AND TASKS**

Position overview:

- A.
  - B.
  - C.
- 

**III. KNOWLEDGE, SKILLS, AND ABILITIES**

(KSAs)  
(equipment - skill or ability in the operation of...)

---

**IV. QUALIFICATION REQUIREMENTS**

(education required)  
(related experience)

---

The necessary knowledge, skills and abilities are typically acquired through a combination of education and experience equivalent to

---

**V. WORK ENVIRONMENT/PHYSICAL DEMANDS**

(physical demands)  
(safety and well being of others)  
(working conditions)

Work is performed in a normal office environment. The position may involve overtime and weekend work during peak workloads. The position involves physical demands associated with working on a computer, communicating over the phone and in person, and light lifting and filing.

---

**VI. SUPERVISION EXERCISED**

**ACCOUNTABILITY**

**INDEPENDENCE OF ACTION**

**PERSONAL CONTACTS**

---

**IX. APPROVAL AND DATE**

Immediate Supervisor:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Administrative Approval:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

---

**Section 9.3. Position Review Form**

---

---

---

**MISSOULA COUNTY PUBLIC SCHOOLS  
POSITION REVIEW FORM**

---

1. POSITION NUMBER:
2. JOB LOCATION:
3. DATE:
4. CURRENT JOB CODE/TITLE:
5. REASON FOR REQUEST:
6. PREPARER:
7. RECOMMENDATION:

---

**JOB ANALYSIS**

---

8. POSITION INFORMATION SOURCES:
9. JOB SUMMARY:

---

**JOB EVALUATION**

---

11. OCCUPATIONAL SERIES RECOMMENDATION:

12. FACTORS:

7.1. COMPLEXITY: \_\_\_\_\_ Level \_\_\_\_ - \_\_\_\_ points

7.2. KNOWLEDGE: \_\_\_\_\_ Level \_\_\_\_ - \_\_\_\_ points

7.3. ACCOUNTABILITY: \_\_\_\_\_ Level \_\_\_\_ - \_\_\_\_ points

7.4. INDEPENDENCE OF ACTION: \_\_\_\_\_ Level \_\_\_\_ - \_\_\_\_ points

7.5. PERSONAL CONTACTS: \_\_\_\_\_ Level \_\_\_\_ - \_\_\_\_ points

7.6. SUPERVISION EXERCISED: \_\_\_\_\_ Level \_\_\_\_

7.7 PHYSICAL DEMANDS: \_\_\_\_\_ Level \_\_\_\_\_

7.7 WORK ENVIRONMENT: \_\_\_\_\_ Level \_\_\_\_\_

7.7 LEAD WORKER SUPERVISION: \_\_\_\_\_ Level \_\_\_\_\_

**13. Point Calculations and Grade Allocation:**

- A. CX = level \_\_\_ = \_\_\_\_\_
- B. KN = level \_\_\_ = \_\_\_\_\_
- C. AC = level \_\_\_ = \_\_\_\_\_
- D. IA = level \_\_\_ = \_\_\_\_\_
- E. PC = level \_\_\_ = \_\_\_\_\_

Point Total = \_\_\_\_\_ = Grade \_\_\_\_ ( XYZ - XYZ)

**14. Additional Compensable Factors:**

- F. SE = level = \_\_\_\_\_
- G. WE = level = \_\_\_\_\_

**15. ADDITIONAL COMMENTS AND RECOMMENDED FOLLOW-UP:**

**16. AUTHORIZATION OF RECOMMENDED ALLOCATION:**

Department Head

\_\_\_\_\_

Personnel Director, Missoula County Public Schools

\_\_\_\_\_

**Section 10. Glossary of Terms**



**Abilities**

Inherent and learned capabilities necessary for performing required duties and responsibilities.

**Activity**

Distinct and specialized collection of duties designed to support or carry out a part of a program or sub-program.

**Administrative Work**

Work performed in support of the primary function or program of an organization. Administrative work involves documentation of actions in areas such as budget, personnel, program status, payroll, and other support services for the primary purpose of controlling and providing accountability for the operations of an organization. High level administrative work entails development of administrative policy and procedures and making administrative decisions. Lower level administrative work involves the execution of administrative policies or procedures under clear guidelines.

**Analysis**

An examination of the parts of a whole to find out their nature, proportion, function, and interrelationship.

**Class**

Positions grouped together based on similarity in kind or subject matter of work, level of difficulty and responsibility, and requirements of the work (e.g., similar knowledge, skill, and ability requirements). Positions in a class are sufficiently similar in duties and requirements so that the same title may be used to describe all positions, and the positions can be treated alike for recruitment, selection, compensation, and other personnel purposes.

**Clerical Work**

Work performed in support of the primary function or program of an organization. Clerical work may include technical and supervisory responsibilities. Clerical work is characterized by such support services as typing, filing, receiving calls, responding to inquiries, taking dictation, maintaining records and financial books, making computations, scheduling events, distributing mail, preparing administrative reports, and operating office machines.

**Duty**

A large segment of work performed, comprised of any number of tasks, which contributes significantly to the completion of a specific work objective.

**Factor**

A compensable component of a position.

**Factor Level**

The degree to which the particular element is present or absent from the position.

**Function**

General category of related programs required to fulfill a mission or part of the mission of a department.

**Knowledge**

Familiarity with the facts, truths, and principles of particular subjects or fields.

**Leadworker Supervision**

Supervisory work that is characterized by assigning tasks and reviewing and monitoring the work of subordinates, establishing the work pace, demonstrating proper work methods, resolving problems associated with work details, ensuring availability of equipment and supplies, and training and overseeing the work of others. Leadworkers provide input into employee performance appraisals but are not responsible for determining performance criteria or evaluating employee performance in the performance appraisal document.

**Mission**

Broadest mandate given to a department to carry out a category of related services or functions. Most departments are charged with only one or two missions.

**Objective**

A description of work in terms of the results expected or output. An organizational objective, for example, describes one major and important result expected from the efforts of the organization. Duties are performed for the purpose of helping to accomplish one or more objectives.

**Occupation**

A grouping of classes based on similarity of work without regard to level of work.

**Professional Work**

Work that is creative, analytical, evaluative, or interpretive and is characterized by responsibility to exercise judgment and broad perspective in the application of an organized body of knowledge to make new discoveries and interpretations or to improve the data, materials, and methods.

**Program**

Distinct and specific process or collection of activities or planned and systematic efforts designed to support all or part of a function or to provide a service.

**Standardized Services**

Services provided by a department where the department does not have the latitude to customize the services of several programs to meet the individualized needs of the recipient. The services provided are similar for all recipients.

**Task**

A single element of the assigned work, any number of which may constitute a duty.

**Technical Work**

The application of a variety of processes and procedures based on predetermined practices and precedents. The work generally does not include responsibility for predicting the effects of procedure changes or for appraising the validity of results on the basis of theoretical considerations.