

ASSIGNED POSITION LEVELS

TOMPKINS COUNTY POINT FACTOR RATING SYSTEM

Resolution No. 132 of 1991 established Labor Grades for county positions. TC-3 adopted their own Letter Grade system based on ranges already assigned in their existing contract at that point in time.

Points Allocated	County Labor Grade	TC-3 Letter Grade
148 - 172	B (2)	None
173 - 197	C (3)	A
198 - 222	D (4)	B
223 - 247	E (5)	C
248 - 272	F (6)	D
273 - 297	G (7)	E
298 - 322	H (8)	F
323 - 347	I (9)	G
348 - 372	J (10)	H
373 - 397	K (11)	I
398 - 422	L (12)	J
423 - 447	M (13)	K
448 - 472	N (14)	L
473 - 497	O (15)	M
498 - 522	P (16)	N
523 - 547	Q (17)	O
548 - 572	R (18)	P
573 - 597	S (19)	Q
598 - 622	T (20)	R
623 - 647	U (21)	S
648 - 672	V (22)	T

POINT-FACTOR RATING SHEET

POSITION TITLE: _____

KNOWLEDGE		X 20 =	
AUTONOMY		X 29 =	
SUPERVISION		X 19 =	
PSYCHOLOGICAL DEMANDS		X 13 =	
INTERPERSONAL SKILLS		X 27 =	
INTERNAL CONTACTS		X 6 =	
EXTERNAL CONTACTS		X 6 =	
PATIENT/CLIENT CONTACT		X 6 =	
RISK		X 10 =	
WORK ENVIRONMENT		X 4 =	
VISUAL EFFORT		X 6 =	
MACHINES		X 4 =	
PHYSICAL EFFORT		X 5 =	
TOTAL POINTS ALLOCATED			
LABOR GRADE CONVERSION			

By: _____

Date: _____

TOMPKINS COUNTY'S POINT FACTOR RATING SYSTEM

<u>Level</u>	<u>Points</u>	<u>Factor (Raters' notes in parentheses at end of each paragraph)</u>
		1. <u>Knowledge:</u> This factor measures the nature and extent of information or facts which the workers must possess following any initial orientation or on-the-job training that is customarily provided to perform acceptable work (e.g., steps, procedures, practices, rules, policies, theories, principles and concepts) as applied at the full performance level.
1	20	Knowledge of simple, routine or repetitive tasks or operations which typically include following step-by-step instructions and require little or no previous training or experience; or an equivalent level of knowledge. (No previous training or experience required.)
2	40	Knowledge of basic or commonly-used rules, procedures, practices or operations which typically require some previous training or experience; or an equivalent level of knowledge. (Two or three years experience.)
3	60	Knowledge of a body of standardized rules, procedures, practices or operations requiring a moderate amount of training and experience to perform the full range of standard procedural assignments and resolve recurring problems; or an equivalent level of knowledge. (High school or high school plus one year experience.)
4	80	Knowledge of extensive body of rules, procedures, practices or operations requiring considerable training and experience to perform a wide variety of interrelated or non-standard procedural assignments and resolve a wide range of problems; this level includes practical knowledge of standard procedures in a technical field, or practical knowledge of standard procedures in a skilled trade or maintenance field, requiring extended training or experience to perform such work; or an equivalent level of knowledge. (Associate or high school plus two or three years experience.)
5	100	Knowledge (such as would be acquired through a pertinent baccalaureate educational program or its equivalent in experience, training or independent study) of basic principles, concepts and methodology of a professional or administrative occupation, and skill in applying this knowledge in carrying out assignments, operations, treatments or procedures, typical of these occupations. Also included in this level would be positions which, in addition to the practical knowledge of standard procedures in point-factors 20-80, possess practical knowledge of technical, skilled trades or maintenance methods to perform assignments such as carrying out projects which involve use of specialized or complicated techniques; or an equivalent level of knowledge. (Bachelor or Associate plus two or three years experience.)

<u>Level</u>	<u>Points</u>	<u>Factor (Raters' notes in parentheses at end of each paragraph)</u>
6	120	Knowledge of the principles, concepts and methodology of a professional or administrative occupation as described at Level 1 - 5 which has been either: (a) supplemented by skill gained through job experience to permit independent performance of difficult assignments, or (b) supplemented by expanded professional or administrative knowledge gained through relevant graduate study or experience, which has provided skill in carrying out assignments, operations, treatments and procedures in the occupation which are significantly more difficult and complex than those covered within point-factors 1 - 5 ; or an equivalent level of knowledge. (Master's or Bachelor's plus two or three years experience.)
7	140	Knowledge of a wide range of concepts, principles and practices in a professional or administrative occupation, such as would be gained through extended graduate study and/or considerable experience and skill in applying this knowledge to difficult and complex work assignments; or an equivalent level of knowledge. (Ph.D., Bar admission or Master's plus two or three years experience.)
8	160	Mastery of a professional or administrative field (as attained through completion of a doctoral program or through very extensive work experience) to possess the knowledge necessary to make decisions that could significantly change, interpret or develop important public policies or programs; or an equivalent level of knowledge. (Admission to Bar plus experience or Ph.D. plus experience, or M.D., or Master's plus very extensive experience.)

2. Autonomy/Independent Judgment: This factor measures the amount of autonomy, independent judgment and decision-making required in performing the job. Consider the level and complexity of decision made, the established procedures, guidelines and policies available, and the nature of supervision received.

1	29	<u>Minimal</u> autonomy and independent judgment are exercised in performing the job. The work involves routine, clear-cut assignments, and standard procedures and guidelines are strictly adhered to. Work is performed under close, immediate supervision.
2	58	<u>Moderate</u> autonomy and independent judgment are exercised in performing the job. The work involves the performance of several related or sequential tasks or processes. While the employee may select from a limited number of alternative guidelines, cases which deviate from established methods are referred to the supervision. Work is performed under direct supervision.
3	87	<u>Considerable</u> autonomy and independent judgment are exercised in performing the work. The work involves a variety of tasks or activities within a field. Although guidelines and policies are available, many cases require the interpretation and evaluation of guidelines or policies as they relate to a particular situation. Unusual or complex matters are referred to the supervisor, and work is performed under general supervision.

<u>Level</u>	<u>Points</u>	<u>Factor (Raters' notes in parentheses at end of each paragraph)</u>
4	116	<u>High</u> autonomy and independent judgment are exercised in performing the work. The work involves a wide variety of activities and projects within a field. Guidelines and policies are available only in terms of broadly stated program objectives, and cases may regularly require that new procedures or methods be initiated. Work is performed under general direction and not usually subject to more than general administrative controls.
5	145	<u>Extreme</u> autonomy and independent judgment are exercised in performing the work. The work encompasses a very wide variety of programs or major functional areas. Available guidelines are broadly stated and non-specific such as legislation, organizational mission statements and/or theoretical frameworks. Employee has full and direct accountability for final results.
		<u>3. Supervision Exercised:</u> This factor measures the nature and extent of supervision exercised over subordinate employees and/or program areas. Supervision is defined as the responsibility for time and attendance, performance appraisals and accountability for the quantity and quality of subordinates' work activities and program accomplishments.
1	19	No supervision exercised.
2	38	Lead worker of a work group, project or activity; <u>or</u> supervises assigned personnel within a unit or section.
3	57	Supervises a single work unit, section, activity or work group.
4	76	Supervises two or more units, each having an individual supervisor; <u>or</u> a single unit with two or more subordinate supervising staff; <u>or</u> a major program area of the department or agency; <u>or</u> a small sized agency.
5	95	Supervises a major division of a large agency or department; <u>or</u> assists in supervising a department in a deputy capacity; <u>or</u> supervises a moderately sized agency having multiple divisions or program areas.
6	114	Supervises a large sized agency or department.
7	133	Supervises more than one agency or department.

Level Points Factor (Raters' notes in parentheses at end of each paragraph)

4. Psychological Demands: This factor measures the psychological/mental/emotional demands involved in performing the job; that is, the degree to which the day-to-day duties of the job involve unusual level of pressure and/or exposure to distressing situations.

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| 1 | 13 | The work involves moderate demands from unpredictable fluctuations in work volume, frequent interruptions, regular changes in work priority and occasional rush orders or conflicting deadlines. |
| 2 | 26 | The work involves considerable demands from extremely tight deadlines, constant rush orders and/or frequent exposure to distressing human situations. |
| 3 | 39 | The work involves intense demands from conflicting priorities in matters of serious consequence, life or death situations and/or repeated, continuous exposure to distressing human situations. |

5. Interpersonal Skills: This factor refers to the depth of interpersonal skill needed to effectively handle the interpersonal interactions required on the job. The distinction among the levels is made not only by the type of interpersonal interaction performed (such as counseling, providing treatment), but also by the difficulty in achieving the desired outcome, and the nature of persons dealt with.

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| 1 | 27 | Basic interpersonal skills needed to give or receive facts or information on routine activities and respond to simple requests for information. |
| 2 | 54 | Moderate interpersonal skills needed to verify or explain information or to inform others about agency regulations, policies or programs. |
| 3 | 81 | Considerable interpersonal skills needed to teach, instruct or advise, to plan or coordinate inter-group cooperation, to counsel, guide or interview people (may need to elicit sensitive or confidential information), or to provide care to others. |
| 4 | 108 | High interpersonal skills and understanding needed to persuade, motivate or influence others under adverse or tense conditions, to present or defend matters involving sharp disagreement, or to facilitate meetings or negotiations involving important or difficult issues. |
| 5 | 135 | Extreme interpersonal skills and sensitivity needed to clinically treat severe emotional/psychological problems or illnesses, to obtain trust and cooperation from highly hostile, emotional or abusive persons, or to negotiate critical, highly controversial issues. |

Level Points Factor (Raters' notes in parentheses at end of each paragraph)

6., 7. and 8 are the Range of Contacts: These factors measure the range of personal contacts with others, either as individuals or groups, required to accomplish work objectives. Rate each job on each of the two sub-scales below. Consider face-to-face contacts and telephone/radio communications. Do not consider contacts in the supervisory chain. Note: Consider that the range of contacts is different from the level of interpersonal skill needed to be effective in those contacts.

6. Internal Contacts: This refers to contacts with other employees within the jurisdiction. Both the extent and nature of contacts are taken into consideration.

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| 1 | 6 | Internal contacts are with employees in the immediate work unit and/or closely related units or support groups and are required to fulfill basic work objectives. |
| 2 | 12 | Internal contacts are with employees across sections or divisions within the organization and involve routine, administrative or highly structured work interactions. |
| 3 | 18 | Internal contacts are across divisions or bureaus within the department or across departments within the jurisdiction and require professional collaboration on overlapping work projects and issues. |
| 4 | 24 | Internal contacts are across departments or agencies within the jurisdiction and concern the development and implementation or clarification of policy programs, projects or issues requiring inter-agency cooperation. |

7. External Contacts: This refers to contacts with individuals or groups not employed by the employing jurisdiction. This factor addresses the extent of contacts, as well as the purpose of the contacts.

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| 1 | 6 | No significant external contacts required to fulfill work objectives or incidental contact with the general public involving basic, routine communication and/or exchange of information. |
| 2 | 12 | External contacts are with the general public, vendors, salespersons and/or suppliers and involve the exchange of information in structured situations to ensure the delivery of program and/or services. |
| 3 | 18 | External contacts are with professional associates and liaisons, union representatives, attorneys or community/public action groups and involve the development and administration of programs or services. (Administration = delivery.) |
| 4 | 24 | External contacts are with high-ranking officials and administrators, including heads of public/private agencies or organizations and legislators and involve important issues of policy and mission. |

Level Points Factor (Raters' notes in parentheses at end of each paragraph)

8. Patient/Client Contact: This refers to contacts with patients, clients, inmates and residents. "Clients" in this context refers only to health and human services clients and not to clients in other professional contexts. This factor refers to both the extent and purpose for contact with patients and/or clients, residents, inmates and their families.

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| 1 | 6 | No Patient/Client contact, or contact is NOT necessary to fulfill work objectives. |
| 2 | 12 | Contact with patients, clients, inmates and/or residents and their families may be necessary to fulfill work objectives but is not the primary function of the position. (or are of only a routine nature.) |
| 3 | 18 | Contact with patients, clients, inmates and/or residents and their families is the primary function of the position and involves such duties as evaluating criteria for eligibility, collecting client data or information, or providing assistance in obtaining program services. |
| 4. | 24 | Contact with patients, clients, inmates and/or residents and their families is the primary function of the position. Duties and responsibilities focus on providing direct care to others (such as medical, physical, psychological or emotional/spiritual care). |

9. Risk of Injury or Illness: This factor measures the hazards associated with the day-to-day performance of the job. Consider the risk of personal injury or illness inherent in the job duties even when special safety procedures and precautions are followed. Risks include dangers associated with exposure to threatening individuals, equipment or machinery, substances or chemicals, sickness and disease, unsanitary conditions, heights, etc. Only hazards associated with properly performed work should be considered.

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| 1 | 10 | The work involves some risk of minimal injury or illness. |
| 2 | 20 | The work involves considerable risk of minimal injury or illness or some risk of moderate injury or illness. |
| 3 | 30 | The work involves considerable risk of moderate injury or illness or some risk of serious injury of illness. |
| 4 | 40 | The work involves considerable risk of serious injury or illness or some risk of life-threatening injury or illness. |
| 5 | 50 | The work involves considerable risk of life-threatening injury or illness. |

Level Points Factor (Raters' notes in parentheses at end of each paragraph)

10. Work Environment: This factor measures the working conditions associated with a job. Working conditions must be an ongoing, regular feature of day-to-day job duties and not simply an occasional or temporary situation. Disagreeable conditions includes conditions like dust, dirt, grease, grime, blood or soil, offensive sights and/or odors, heat and cold, extreme weather conditions and noise.

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| 1 | 4 | Work environment has minimal, if any, exposure to disagreeable conditions. |
| 2 | 8 | Work environment has moderate exposure to disagreeable conditions. |
| 3 | 12 | Work environment has considerable exposure to disagreeable conditions. |
| 4 | 16 | Work environment has extreme exposure to disagreeable conditions. |

11. Visual Effort: This factor measures the visual effort and strain required to perform close, fine, detail work on the job. Consideration is given to such job content as: usage of a video display terminal, keyboard use, intensive reading, monitoring security systems, intricate manual work such as engraving, seamstress work, soldering and/or welding, architectural or graphics-design work, dental/surgical work, etc.

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| 1 | 6 | Job involves minimal visual effort. |
| 2 | 12 | Job involves moderate visual effort. |
| 3 | 18 | Job involves considerable visual effort. |
| 4 | 24 | Job involves extreme visual effort |

Level Points Factor (Raters' notes in parentheses at end of each paragraph)

12. Use of Machines, Tools and Equipment: This factor measures the precision, manual dexterity and operating knowledge and skill needed to operate the various tools, instruments, appliances, equipment, vehicles and/or machinery used on the job. Consideration is given to the level of manual dexterity, skill, precision required, as well as the complexity of the tools or equipment used. Examples include hand tools, heavy equipment, kitchen or laundry equipment, office equipment, medical apparatus, etc. If more than one level applies, choose the highest level appropriate for the job class.

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| 1 | 4 | Machines, tools, instruments or equipment in use require basic coordination and/or operating knowledge and skill. |
| 2 | 8 | Machines, tools, instruments or equipment in use require moderate precision, manual dexterity and/or operating knowledge and skill. |
| 3 | 12 | Machines, tools, instruments or equipment in use require considerable precision, manual dexterity and/or knowledge and skill. |
| 4 | 16 | Machines, tools, instruments or equipment in use require high precision, manual dexterity and/or operating knowledge and skill. |

13. Physical Effort: This factor measures the physical effort that is a regular, routine part of the job. Physical effort includes the amount of standing, walking, lifting, bending, etc., associated with the day-to-day duties of the job. Consideration is given to maintenance of uncomfortable work position(s) and/or joint or muscle fatigue from performing a motion repeatedly.

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| 1 | 5 | The work requires minimal physical effort. The employee may be seated or required to do some walking, bending, climbing or standing or handling light supplies or boxes. |
| 2 | 10 | The work requires moderate physical effort such as long periods of standing, walking, bending, climbing, reaching or repetitive motion causing strain to certain parts of the body, or lifting of moderately heavy items (like small children, mail bags, cleaning supplies). |
| 3 | 15 | The work requires considerable physical effort such as prolonged crouching or crawling in cramped spaces, digging or frequent lifting of heavy objects (like heavier children or adults, furniture, heavy equipment or materials). |